CURRICULUM AND SYLLABUSES

UNDER THE

REORGANISED PATTERN OF SECONDARY EDUCATION

FOR

MADHYAMIK PARIKSHA (SECONDARY EXAMINATION)

WEST BENGAL BOARD OF SECONDARY EDUCATION

77/2, PARK STREET, CALCUTTA-700 016

CURRICULUM AND SYLLABUSES

UNDER THE

REORGANISED PATTERN OF SECONDARY EDUCATION

(CLASSES VI, VII, VIII, IX & X)

INTRODUCED FROM 1974

WEST BENGAL BOARD OF SECONDARY EDUCATION

77/2, PARK STREET, CALCUTTA-700 016

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WEST BENGAL BOARD OF SECONDARY EDUCATION

CURRICULUM, SYLLABUSES AND TEXT-BOOKS FOR THE REORGANISED PATTERN OF SECONDARY EDUCATION.

(From 1974)

INTRODUCTION

The reorganised pattern of 10-Class Secondary Education has been introduced in all the Secondary Schools under this Board from 1. 1. 1974. All students, joining classes *VI, VII, VIII, IX* and X are to follow the new pattern of Secondary Education.

A public examination entitled Madhyamik Pariksha (Secondary Examination) shall mark the end of the course of Secondary Education of five years from Classes VI to X.

The Curriculum, Syllabuses and Prescribed Text-books for Classes VI, VII and VII are same in all the schools, whether Junior High Schools or High Schools, reorganised under the new structural pattern from 1.1.1974.

Any of the recognised First Languages may be used as a medium of instruction, but answers at the Board's Madhyamik Pariksha (Secondary Examination) at the end of Class X can be written only in Bengali, English, Hindi, Nepali or Urdu. In a language-paper, however, answers must be written in that language unless otherwise specified in the Question Paper.

The new Curriculum and Syllabuses were introduced in Class VI and Class IX on 1. 1. 1974 and in Classes VII, VIII and X in 1975. Text-Books written according to the new syllabuses and recommended by the Board should only be prescribed for use by

pupils for all the Classes from 1977. No other text-books should be prescribed for use by pupils in the subjects in which there are books recommended by the Board. For subjects in which there are no recommended books, any book adequately covering the syllabus and the instructions for preparation of such books, if any, may be recommended for use by pupils. Books should be selected by the Headmaster/Headmistress in consultation with the Subject-Teachers. Every book should be selected on its merit and not on any other consideration.

NUMERALS AND SYMBOLS IN MATHEMATICS

International numerals should be used. For symbols, only English alphabets should be used excepting cases where Greek letters are usual.

SCIENTIFIC TERMS IN TEXT-BOOKS ON PHYSICAL SCIENCES, LIFE SCIENCE, ETC.

In books written in Bengali, the scientific terms used in standard Bengali Dictionaries or by the Calcutta University Paribhasa Samity should be adopted. Those not available should be retained in English, but transcribed in Bengali. In books written in languages other than Bengali, the technical terms should be retained in English, but transcribed in the language used. They should never be translated.

Books should be adequately illustrated with diagrams. Where specific instruction has not been given, the diagrams should not be less than 3·8 cm.×3·8 cm. in size. Where diagrams of microscopic objects are given, the magnification must be stated.

ADMISSION

No first admission in a school shall be allowed to **any** class higher than Class IX.

All admissions on production of Transfer Certificates from recognised schools are subject to the following conditions :

(i) That the Head of the Institution, where such admission is sought, finds the pupil fit for admission to the class in which he/she has been reading, or to which he/she has been promoted.

and

(ii) That such admission is sought within one month from the date of discontinuance of studies of the pupil concerned.

No admission on transfer should be made after the 31st August without securing approval of the Board. The cases of admission of wards of Government employees on transferable service may, however, be considered, if necessary, upto the 31st October but not later. An application for such approval must clearly state the reason for the transfer, and must carry the recommendation of the school where admission is sought.

CHAPTER I

(A) CURRICULUM FOR CLASSES VI, VII AND VIII OF JUNIOR HIGH SCHOOLS AND X-CLASS HIGH SCHOOLS REORGANISED UNDER THE REVISED STRUCTURAL PATTERN FROM 1.1.1974

(1) FIRST LANGUAGE : One Paper. 100 marks (including 10 marks for Oral Test).

[The following are the recognised First Languages :— Assamese, Bengali, English, Gujarati, Hindi, Lushai, Malayalam, Marathi, Modern Tibetan, Nepali, Oriya, Punjabi (Gurumukhi), Tamil, Telugu, Urdu, Santali and Sadani]

(2) SECOND LANGUAGE : One Paper. 100 marks (including 10 marks for Oral Test). English or Bengali :

(a) Bengali, for those who will offer English as first language;

(b) English, for those who will offer a language other than English as first language.

(3) THIRD LANGUAGE : One Paper. 100 marks (Classes VII & VIII).

[A Third Language has to be selected from any one of the following groups provided that a candidate not offering Bengali as first or second language shall offer Bengali as third language :

(a) A Classical Language (Sanskrit, Pali, Persian, Arabic, Greek, Latin, Classical Tibetan, Classical Armenian);

(b) A Modern Foreign Language other than English (French, German, Russian, Portuguese, Spanish, Italian);

(c) A Modern Indian Language other than the First Language, as may be approved by the Board.]

(4) MATHEMATICS : One Paper. 100 marks.

(5) PHYSICAL SCIENCES : (Classes VII & VIII). One Paper. 100 marks (including 20 marks for Oral Test).

(6) LIFE SCIENCE : (Classes VI, VII & VIII). One Paper. 100 marks (20 marks for Oral Test).

(7) INDIA AND HER PEOPLE : History. One Paper. 100 marks (including 10 marks for Oral Test).

(8) INDIA AND HER PEOPLE : Geography. One Paper. 100 marks (including 10 marks for Oral Test).

(9) WORK EDUCATION, PHYSICAL EDUCATION AND SOCIAL SERVICE INCLUDING SCHOOL PERFORMANCE : One Paper. 100 marks.

Total—700 marks for Class VI, 900 marks for Class VII and Class VIII.

There will be no written Examination in Work Education, Physical Education and Social Service including School Performance in any Class from VI to X.

Records should be maintained properly for each student from Class VI to Class VIII on his/her achievements in oral tests and school performance. A certain percentage of marks secured by him/her in Oral Tests and School Performance in Classes VI, VII and VIII has to be carried forward and added to the marks assigned to respective subjects for Oral Test and School Performance for the Madhyamik Pariksha (Secondary Examination) at the end of Class X.

(B) MADHYAMIK PARIKSHA (SECONDARY EXAMINATION) AT THE END OF CLASS X TO BE HELD FROM 1976 ACCORDING TO THE REORGANISED STRUCTURAL PATTERN.

(I)

MEDIUM OF INSTRUCTION AND MEDIUM OF EXAMINATION.

Any of the approved First Languages may be used as the medium of instruction in schools, but answers at the Board's Examinations can be written only in Bengali, English, Hindi, Nepali or Urdu. In a language-paper, however, answers must be written in that language unless otherwise specified in the question paper.

BOOKS :

In the language-subjects, the Board will prescribe books and pieces to be read. The Board will recommend books in non-language subjects for use in schools i.e. in Mathematics, Physical Sciences, Life Science, History and Geography etc. As there will be no written examination in Work Education, Physical Education and Social Service including School Performance, in any class from VI to X, schools must not prescribe any text-book in these subjects.

(II)

CURRICULUM FOR THE MADHYAMIK PARIKSHA (SECONDARY EXAMINATION).

Regular Candidates are eligible for admission to the Madhyamik Pariksha (Secondary Examination) at the end of Class X according to the new structural pattern. '**Regular**' candidates are those who, having prosecuted a regular course of studies in the High Schools recognised by the Board, are presented at the Madhyamik Pariksha (Secondary Examination) at the end of Class X. No one will be allowed to take the Final Examination of the Board at the end of Class X unless he/she has prosecuted a complete course of studies in

a Class X-School recognised by the Board and reorganised according to the new structural pattern.

Candidates must offer the Subjects from 1 to 9 compulsorily. They may also offer one Additional Subject on Optional basis.

1. FIRST LANGUAGE—Two papers of 100 marks each. 200 marks (including 40 marks allotted to Oral Test).

[The following are the recognised First Languages :]

1. Assamese
2. Bengali
3. English
4. Gujarati
5. Hindi
6. Lushai
7. Malayalam
8. Marathi
9. Modern Tibetan
10. Nepali
11. Oriya
12. Punjabi (Gurumukhi)
13. Santali
14. Sadani
15. Telugu
16. Tamil
17. Urdu.

2. SECOND LANGUAGE—One Paper. 100 marks : English or Bengali :

(a) Bengali, for those who will offer English as First Language;

(b) English, for those who will offer a language other than English as First Language.

3. THIRD LANGUAGE—One Paper. 100 marks.

[A Third Language has to be selected from any one of the following groups provided that a candidate not offering Bengali as first or second language shall offer Bengali as the third language :

(a) A Classical Language (Sanskrit, Pali, Persian, Arabic, Greek, Latin, Classical Tibetan, Classical Armenian);

(b) A Modern Foreign Language other than English (French, German, Russian, Portuguese, Spanish, Italian);

(c) A Modern Indian Language other than the First Language, as may be approved by the Board.]

N.B. In relaxation of the proviso to the above clause, a candidate may, as a special case, be permitted to offer any of the languages in the groups (a), (b) & (c) in place of Bengali as the third language for the Madhyamik Pariksha (Secondary Examination) 1976. Similar relaxation may be allowed, if necessary, for the candidates appearing in the Madhyamik Pariksha (Secondary Examination) 1977 and 1978.

4. MATHEMATICS : One Paper. 100 marks.

5. PHYSICAL SCIENCES : One Paper. 100 marks (including 20 marks allotted to Oral Test and class record).

6. LIFE SCIENCE : One Paper. 100 marks (including 20 marks alloted to Oral Test and class record).

7. INDIA AND HER PEOPLE : History. One Paper. 100 marks (including 10 marks for Oral Test and class record)

8. INDIA AND HER PEOPLE : Geography. One Paper. 100 marks (including 10 marks for Oral Test, project work and class record).

9. WORK EDUCATION, PHYSICAL EDUCATION & SOCIAL SERVICE INCLUDING SCHOOL PERFORMANCE. One Paper. 100 marks (Work Education—50 marks, Physical Education—30 marks, Social Service—10 marks, School Performance—10 marks).

Total : 10 Papers : 1000 marks [**including** 200 marks for Oral Test, Project Work and for Item No. (9)].

10. **An Additional Subject :** One Paper. 100 marks.

One Additional Subject may be offered on optional basis from the following Academic and Vocational subjects.

ACADEMIC SUBJECTS

(1) Bengali ; (2) English ; (3) Hindi ; (4) Nepali ; (5) Urdu ; (6) Sanskrit ; (7) Arabic ; (8) Persian ; (9) Pali ;

(10) Additional Mathematics; (11) Elements of Discrete Mathematics ; (12) Physics ; (13) Chemistry ; (14) Biology; (15) Mechanics; (16) Geography; (17) Outlines of World History; (18) Logic; (19) Psychology; (20) Business Method and Correspondence; (21) Book-keeping; (22) Elements of Economics & Civics; (23) Home Science including Home Nursing (for Girls); (24) Music : Vocal; (25) Music : Instrumental; (26) Elements of Indian Art; (27) Elements of Journalism; (28) Dancing; (29) Commercial Art; (30) Household Management and Textiles Clothing and Laundry (for Girls); (31) Food Nutrition and Cookery, Health and Home Nursing (for Girls) and (32) Mother Craft and Human Relationship (for Girls).

VOCATIONAL SUBJECTS

(1) Sewing and Needle Craft; (2) Elements of Agriculture and Horticulture; (3) Pisciculture; (4) Animal Husbandry including Poultry Farming; (5) Short-hand and Type-writing; (6) Elements of General Engineering Knowledge; (7) Wood-work and Workshop Technology; (8) Building Materials and Construction; (9) Fruit Preservation and Canning; (10) Mechanism and Repair of Radio; (11) Electric Gadgets and their Repairs; (12) Blacksmithy; (13) Weaving; (14) Leather-work; (15) Bee-keeping; (16) Clothprinting including Batik.

Syllabuses in Academic Subjects (1 to 27) and in Vocational Subjects (1 to 8) have been published. The Syllabuses of the other Academic and Vocational Subjects mentioned above will be notified later on. Syllabus on Elements of Journalism is to be introduced in class IX from 1977.

The erstwhile Higher Secondary Schools with Technical Course, Agricultural Course, Home Science Course and Commerce Course may arrange for introduction of the respective Vocational Courses mentioned above with the existing staff and resources. Such Schools with Fine Arts Course may introduce Music : Vocal, Music :

Instrumental, and Elements of Indian Art with the existing staff and resources.

MINIMUM MARKS FOR A PASS IN A SUBJECT

The total of the marks secured by a candidate in the written Examination and the Oral Tests will determine the pass in that subject. With regard to the Oral Test and School Performance, some credit should be given to a candidate for his/her performance in Classes VI, VII & VIII. 20% of the marks assigned to a subject for Oral Tests and School Performance for the Board's Examination at the end of Class X should be earmarked for giving such credit for his/her performance in Oral Test and School Performance in that subject in Classes VI, VII and VIII. Requisite percentage of marks secured by a candidate in a subject in Classes VI,VII and VIII in Oral Test and School Performance has to be carried forward and added to the marks assigned to Oral Test and School Performance in that subject at the Board's Final Examination at the end of Class X.

MINIMUM MARKS FOR A PASS AND PLACE IN A DIVISION

To be declared successful at the Final Examination at the end of Class X according to the revised structural pattern, a candidate shall have to pass in Groups of Subjects, namely (a) Language Groups (400 marks) :—First Language (200 marks), Second Language (100 marks) and Third Language (100 marks); (b) Science Group (300 marks) :—Mathematics (100 marks); Physical Sciences (100 marks); Life Science (100 marks); (c) India & Her People (200 marks) :—History (100 marks); Geography (100 marks) and (d) Work Education, Physical Education & Social Service including School Performance (100 marks). The concept of pass in an individual subject is replaced by a pass in each

group. So, a candidate must obtain pass marks in each group of subjects. The aggregate pass marks in a Group will be 34% excluding the marks in the Additional Subject, if any, and the minimum qualifying marks in each subject will be 20%. This principle may be followed by the Schools in the Annual Examinations as well.

Marks in excess of 34, secured in the additional subject, will be added to the total of a successful candidate to determine the division in which he/she will be placed.

Minimum Aggregate for First Division	60%
,, ,, ,, Second Division	45%
,, ,, ,, Third Division	34%

Oral Tests and Tests on Work Education, Physical Education and Social Service including School Performance for the Board's Final Examination at the end of Class X will be conducted by External Examiners to be appointed by the Board.

The results of the Annual Examination of Classes IX and X are to be reported to the Board at the end of respective examinations each year as these results will be incorporated in the marksheets of the candidates appearing at the Final Examination of the Board.

(C) CURRICULUM AND SYLLABUSES FOR EXTERNAL CANDIDATES APPEARING AT THE BOARD'S MADHYAMIK PARIKSHA (SECONDARY EXAMINATION) TO BE HELD FROM 1976 ONWARDS

The following Curriculum and Syllabuses are prescribed for External candidates who will appear at the Board's Madhyamik Pariksha (Secondary Examination) to be held in 1976 onwards under the reorganised pattern of Secondary Education introduced from 1974.

I. CURRICULUM AND SYLLABUSES FOR EXTERNAL CANDIDATES

(1) FIRST LANGUAGE :— (Any recognised First Language. Following are the recognised First Languages)— Two papers of 100 marks each. (The course-content is the same as that prescribed for regular candidates).

1. Assamese
2. Bengali
3. English
4. Gujarati
5. Hindi
6. Lushai
7. Malayalam
8. Modern Tibetan
9. Marathi
10. Nepali
11. Oriya
12. Punjabi (Gurumukhi)
13. Santali
14. Sadani
15. Telugu
16. Tamil
17. Urdu.

(2) SECOND LANGUAGE :— (**English**—If any language other than English is offered as First Language; **Bengali**—If English is offered as First Language) One Paper—100 marks (The Course-content is the same as that prescribed for regular candidates)

(3) THIRD LANGUAGE :—One Paper. 100 marks.

[A Third Language has to be selected from any one of the following groups provided that a candidate not offering Bengali as first or second language shall offer Bengali as the third language :

(a) A Classical Language (Sanskrit, Pali, Persian, Arabic, Greek, Latin, Classical Tibetan, Classical Armenian);

(b) A Modern Foreign Language other than English (French, German, Russian, Portuguese, Spanish, Italian);

(c) A Modern Indian Language other than the First Language, as may be approved by the Board.]

(The course-content is the same as that prescribed for regular candidates).

N.B. In relaxation of the **proviso** to the above clause, a candidate may, as a special case, be permitted to offer any of the languages in the groups (a), (b) & (c) in place of Bengali as the third language for the Madhyamik Pariksha (Secondary Examination) 1976 for external candidates. Similar relaxation may be allowed, if necessary, for the external candidates appearing in the Madhyamik Pariksha (Secondary Examination) 1977 and 1978.

(4) MATHEMATICS : — One Paper—100 marks (The course-content is the same as that for regular candidates).

(5) GENERAL SCIENCE : — One Paper—100 marks (A new Syllabus for External Candidates has been prescribed).

(6) INDIA AND HER PEOPLE (History) : — One Paper—100 marks (The course-content is the same as that prescribed for regular candidates).

(7) INDIA AND HER PEOPLE (Geography) : — One Paper—100 marks (The course-content is the same as that prescribed for regular candidates).

(8) ONE SUBJECT FROM THE FOLLOWING : — One Paper—100 marks (The course-content is the same as that in the respective Additional subjects prescribed for regular candidates).

- (i) Elements of Economics and Civics
- (ii) Business Method & Correspondence.

(iii) Home Science including Home Nursing (for Girls only).

(9) ORAL TEST—for judging the power of expression and general knowledge in the subjects such as (a) First language, (b) General Science and (c) India and her people : History & Geography. — Total Marks .. 100

	Marks	
(a) First language	40	
(b) General Science	30	
(c) India & Her People	30	(15+15)
	100	

TOTAL 1,000 marks

One Additional Subject may be offered on optional basis from the following subjects : (i) Additional Mathematics, (ii) Logic, (iii) Book-keeping, (iv) Music: Vocal, (v) Music: Instrumental, (vi) Sewing and Needle-Craft (for girls only), and (vii) Physiology & Hygiene.

One Paper—100 marks (The course-content is the same as that in the respective Additional subjects prescribed for regular candidates. A separate Syllabus in Physiology and Hygiene for external candidates only is also prescribed).

DISTRIBUTION OF MARKS FOR EXTERNAL CANDIDATES

MINIMUM MARKS FOR A PASS AND PLACE IN A DIVISION FOR EXTERNAL CANDIDATES

To be declared successful at the Madhyamik Pariksha (Secondary Examination) an External Candidate shall have to pass in Groups of subjects namely :

(a) Language Group (400 marks)	— First Language (200 marks) Second Language (100 marks) Third Language (100 marks)
(b) Science Group (200 marks)	— Mathematics (100 marks) General Science (100 marks)
(c) India and Her People (200 marks)	— History (100 marks) Geography (100 marks)
(d) One subject (100 marks) from	(i) Elements of Economics and Civics (100 marks) (ii) Business Method and Correspondence (100 marks) (iii) Home Science including Home Nursing for Girls (100 marks)

(e) Oral Test (100 marks)

The concept of pass in an individual subject is replaced by a pass in each group. So a candidate must obtain pass marks in each group of subjects. The aggregate pass marks in a Group will be 34% excluding the marks in the Additional Subject, if any, and the minimum qualifying marks in each subject in a Group will be 20%. Pass marks in a Single Subject Group as in (d) & (e) above will be 34% and **Not** 20%.

Marks in excess of 34, secured in the additional subject, will be added to the total of a successful candidate to determine the division in which he/she will be placed.

Minimum Aggregate for First Division	..	60%
" " " Second Division	..	45%
" " " Third Division	..	34%

Oral Tests for the Board's Madhyamik Pariksha of External Candidates will be conducted by External Examiners to be appointed by the Board.

II. RULES FOR ADMISSION AS EXTERNAL CANDIDATES

1. External candidates who will appear at the Board's Madhyamik Pariksha (Secondary Examination) should register their names on payment of a Registration Fee of Rs. 5.00 at the respective Regional Examination Council one year ahead, **i.e.**, between March and May of the year preceding the year of the Madhyamik Pariksha (Secondary Examination) for External Candidates.
2. The Regional Examination Councils will then arrange for Test Examination for External candidates at different centres within their jurisdiction.
3. Other fees as admissible will also be paid in addition to the Registration Fee of Rs. 5.00.
4. Oral Tests for External candidates will carry 100 marks. The Tests are to be of composite nature and be devised to judge candidates' power of expression and general knowledge in the subjects offered.
5. **Minimum marks for a pass in a subject :** Minimum Marks for a pass and place in a Division and other rules for admission of External (Private) candidates as approved by the Board will remain in force until further orders.
6. The existing privileges to blind candidates will continue.

Table—(I)

Total Number of Periods Per Week Required to Cover the Syllabus

Class	1st Language	2nd Language	3rd Language	Mathematics	Sciences: (Physical and Life)	History	Geography	Work Education etc.	Addl. subject	Total
X	6	4	3	4	8	3	3	4	3	38
IX	6	4	3	4	8	3	3	3	3	37
VIII	6	4	3	4	6	3	3	4	—	33
VII	6	4	3	4	6	3	3	4	—	33
VI	5	4	—	4	4	3	3	4	—	27

Class		Number of periods required to cover the entire syllabus:
X	..	38×27=1026 periods (all sub.)
IX	..	37×27= 999 —do—
VIII	..	33×27= 891 —do—
VII	..	33×27= 891 —do—
VI	..	27×27= 729 —do—

According to the Board's Circular No. 13/67 dated 22.8.'67, instructional days in schools should be 200 days including Saturdays which are half-holidays with instructional work of 1000 hours per year. But calculation as shown at left hand margin has been made on the basis of 160 days (roughly 27 weeks per year).

Table—(II)

Number of Periods Required in a year to Cover the New Syllabus :

SUBJECTS :	CLASSES:					
	X	IX	VIII	VII	VI	
1st Language	162	162	162	162	135	
2nd Language	108	108	108	108	108	
3rd Language	81	81	81	81	—	
Mathematics	108	108	108	108	108	
Science	216	216	162	162	108	
History	81	81	81	81	81	
Geography	81	81	81	81	81	
Work Education etc.	108	81	108	108	108	
Additional sub. on optional basis	81	81				

The working periods mentioned in the table have been calculated on the basis of 160 working days. The number of teaching periods as shown in the table is the minimum requirement to cover the syllabus. The Heads of Institutions may allocate the additional number of teaching periods available out of 39 periods per week to subjects according to the requirement.

CHAPTER II

CHAPTER IV

SYLLABUSES

FIRST LANGUAGE

OBJECTIVES OF TEACHING A FIRST LANGUAGE

Language occupies a pivotal place in the child's educational programme. For, language as the basic ingredient of thought process gives concrete shape to ideas and conceptions and serves as vehicle of expression in oral, written and other forms. No one can develop precision of thought or clarity of ideas without facility of language. It is essential on the part of the pupil for effective functioning as a citizen. Moreover, it is through language that the child is introduced to the rich heritage of his peoples' ideas, emotions and aspirations. In it he finds a natural outlet for the expression of his aesthetic sense and appreciation, a source of joy and creative elements. The proper teaching of the mother tongue is the foundation of all education since on it depends, to a large extent, the blossoming of the intellectual capacity and colourful personality of the people.

The syllabus has been drawn up keeping this broad objective in view and arranged in progressive depth and width in consonance with the mental growth of the pupils of different classes.

OBJECTIVES

(For Classes VI to VIII).

The principal objectives of the study of the mother tongue will be to enable the pupil to:

(1) Read aloud clearly, expressively and with proper intonation—both prose and poetry—avoiding monotonous and bored style of reading.

(2) Speak and converse freely with lucid expression in coherent and relevant manner.

(3) Write a neat hand attaining legibility, beauty and reasonable speed.

(4) Read silently with comprehension and speed suitable passages on topics within his intellectual scope.

(5) Describe in writing in a simple and clear style everyday happenings and occurrences, experience of incidents and enjoyment, results of observation and activities.

(6) Consult dictionaries and other reference materials and profit thereby.

(7) Form an acquaintance with the writings of the standard authors through a study of their works, extracts or condensations from them.

In continuation of the syllabus of the junior forms, the pupils will be progressively initiated into the realm of the mother tongue, its structure and wealth, its extent and vision.

The broad objectives of the study of the mother tongue in the upper forms will be to—

(1) Acquaint the pupil with the basic structure of his mother tongue and important elements of its grammar and idiom.

(2) Develop his ability to read aloud seen and unseen passages expressively and fluently with proper emphasis and articulation ; to read silently with reasonable speed and comprehension.

(3) Enable him—(a) to reply to questions correctly, politely and without fumbling ;
(b) to put forward his feelings and views clearly, cogently and effectively ;
(c) to participate in discussions and conversations in a natural and graceful manner

(4) Appreciate and enjoy good literature in its various branches and imbibe noble sentiments and ideas as embodied therein.

(5) Inspire him to creative literary activities through independent thinking and elegant self-expression.

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(১) বাংলা

(প্রথম ভাষা)

॥ শিক্ষাদানের উদ্দেশ্য ॥

শিশুর শিক্ষাসূচীতে ভাষার স্থান বিশেষ গুরুত্বপূর্ণ। কারণ, ভাষা ভাবচিন্তার ধারক এবং ভাষাকে অবলম্বন করিয়াই অনুভূতি, মনোভাব, রূপকল্পনা, মৌখিক, লিখিত বা ভাষার অন্য প্রকার প্রকাশের ভিতর দিয়া যথার্থ রূপ পরিগ্রহ করে। ভাষার উপর সাবলীল অধিকার ছাড়া চিন্তার যথাযথ প্রকাশ বা মনের ভাবের স্বচ্ছতা কখনোই সম্ভব নয়। তাহা ছাড়া, ভাষার মাধ্যমেই শিশুকে তাহার দেশবাসীর আশা-আকাঙ্খা, চিন্তাভাবনার সহিত পরিচিত করানো হয়। ইহার ভিতর সে খুঁজিয়া পায় সুরুচি-সৌন্দর্য প্রকাশের পথ, আনন্দের উৎস এবং সৃজনাত্মক উপাদান। যথাযোগ্যভাবে মাতৃভাষা শিক্ষাদানই সব শিক্ষার ভিত্তি, কারণ মানুষের বুদ্ধিবৃত্তি ও মনোহর ব্যক্তিত্বের পরিপূর্ণ বিকাশ বহুলাংশে ইহারই উপর নির্ভর করে।

এই গুরুত্বের প্রতি লক্ষ্য রাখিয়া পাঠক্রম প্রস্তুত করা হইয়াছে এবং শিক্ষার্থীদিগের বয়স ও মননশক্তির ক্রমবৃদ্ধি বিবেচনা করিয়া সেই অনুসারে পাঠ্যবিষয়ের গভীরতা ও বিস্তৃতি সম্পাদনের চেষ্টা করা হইয়াছে।

উদ্দেশ্য

(ষষ্ঠ হইতে অষ্টম শ্রেণী)

মাতৃভাষা শিক্ষার প্রধান উদ্দেশ্য হইবে, ছাত্রছাত্রিগণ যেন—

১। স্পষ্ট উচ্চারণে, অর্থ-প্রকাশকভাবে এবং সঠিক স্বরভঙ্গিতে পদ্য ও গদ্য রচনা পড়িতে পারে, একঘেয়ে শ্রুতিক্লান্তিকর পাঠ-অভ্যাস বর্জন করিতে পারে।

২। ভাষার স্বচ্ছন্দ প্রকাশে কথা বলিতে ও কোন বিষয় সম্বন্ধে আলোচনা করিতে সমর্থ হয়।

৩। স্পষ্ট, সুন্দর ও মোটামুটি দ্রুত হস্তাক্ষরে লিখিতে অভ্যস্ত হয়।

৪। তাহার জ্ঞান-পরিধির বহির্ভূত নয় এমন পাঠ্যবিষয় নীরবে পড়িয়া বুঝিতে পারে।

৫। প্রতিদিনকার ঘটনা, আনন্দানুভূতির অভিজ্ঞতা, কোন বিশেষ কাজ বা পর্যবেক্ষণের বিবরণ সহজ সাবলীল ভাষায় লিখিতে সক্ষম হয়।

৬। অভিধান ইত্যাদি হইতে তথ্য সংগ্রহ করিয়া জ্ঞানবৃদ্ধি করিতে পারে।

৭। স্বীকৃত লেখকদিগের রচনা বা সংক্ষেপিত অংশ-বিশেষের সহিত পরিচিত হয়।

নিম্নশ্রেণীর পাঠ্যক্রম অনুসরণ করিয়া ছাত্রছাত্রিদিগকে ক্রমে মাতৃভাষার জগতে প্রবেশ করিতে হইবে, সেখানে ইহার গঠন ও সম্পদ, বিস্তার ও স্বপ্নকল্পনার সহিত তাহাদের পরিচয় হইবে।

উপরের শ্রেণীতে মাতৃভাষার শিক্ষার প্রধান উদ্দেশ্য হইবে ঃ—

১। মাতৃভাষার মৌল গঠন, ব্যাকরণের মূল রীতি ও বাগ্বিধির সহিত ছাত্রছাত্রির পরিচয় সাধন।

২। পূর্বে-দেখা এবং অ-দেখা রচনাংশ অর্থ-প্রকাশকভাবে, দ্রুত এবং যথার্থ স্বরভঙ্গিতে পাঠ করিতে ছাত্রছাত্রিকে সক্ষম করা, সে যেন নীরবে দ্রুত পাঠ করিয়া রচনার অর্থ বুঝিতে পারে।

৩। ছাত্রছাত্রী যেন—

ক) সঠিকভাবে, ভদ্রভাবে এবং জড়তাবিহীনভাবে প্রশ্নের উত্তর দিতে সমর্থ হয়।

খ) নিজের মনোভাব ও বক্তব্য স্পষ্ট ভাষায় যুক্তিপূর্ণভাবে প্রকাশ করিতে পারে।

গ) কোন বিষয়ের আলোচনায় ও পরস্পর ভাব আদান-প্রদানের সময় সহজ ও স্বাভাবিক সৌজন্য সহকারে অংশ গ্রহণ করিতে পারে।

৪। সৎ সাহিত্যের রস আস্বাদন, তাহা হইতে আনন্দলাভ এবং তাহাতে নিহিত মহৎ ভাব ও আদর্শ গ্রহণে নিজের জীবনকে সুন্দর ও সার্থক করিতে উৎসাহী হয়।

৫। স্বাধীন চিন্তা ও সুরুচিকর আত্মপ্রকাশের ভিতর দিয়া সৃষ্টিধর্মী সাহিত্যকর্মে অনুপ্রাণিত হয়।

বাংলা

(প্রথম ভাষা)

ষষ্ঠ শ্রেণী

একটি পত্র—পূর্ণ সংখ্যা ১০০

(লেখ্য বিষয় ৯০+মৌখিক ১০)

১। পাঠ্যগ্রন্থ	(ক) গদ্যাংশ	২০
	(খ) পদ্যাংশ	২০
২। ব্যাকরণ		২০
৩। পত্ররচনা ও অনুচ্ছেদ লিখন		১৫
৪। সহায়ক পাঠ		১৫
৫। মৌখিক		১০
		১০০

১। গদ্যাংশ ও পদ্যাংশ সম্বলিত একটি পাঠ্য গ্রন্থ থাকিবে।

গদ্যাংশের জন্য ৪০ পৃষ্ঠা এবং পদ্যাংশের জন্য ২০ পৃষ্ঠা, মোট ৬০ পৃষ্ঠার গ্রন্থ হইবে। গদ্যাংশে ও পদ্যাংশে আনুমানিক ১০টি করিয়া রচনা ও কবিতা থাকা বাঞ্ছনীয়। গদ্যাংশের জন্য ধর্মপ্রাণ ব্যক্তি, সমাজ-সংস্কারক ও মনীষীদের জীবনকথা, বৈচিত্র্যমূলক সাহিত্যিক ও দেশাত্মবোধক রচনা, গল্প, উপাখ্যান, ভ্রমণ-কাহিনী, অভিযান ও আবিষ্কার প্রভৃতি বিষয়ে প্রসিদ্ধ লেখকবর্গের রচনাংশ সংকলিত হইবে। সংকলনকারীর নিজস্ব রচনাও স্থান পাইতে পারে। গদ্যাংশে সাধু ও চলিত উভয় রীতির রচনা থাকা আবশ্যক।

পদ্যাংশের জন্য বিভিন্ন ভাব ও ছন্দের কবিতা সংকলন করিতে হইবে। এই পর্যায়ে বাংলা ও বাঙ্গালীর জাতীয়তা বিষয়ক কথার অবকাশ থাকাও বাঞ্ছনীয়।

গ্রন্থের আকার হইবে ২২"×৩২" (১/১৬)। টাইপ পাইকা। (২৪ এম)। বিস্তৃত অনুশীলনী থাকিবে এবং তাহার জন্য স্মল পাইকা টাইপ চলিবে। অনুশীলনী এবং চিত্রাদির জন্য ষাটের উপর অতিরিক্ত ৮ পৃষ্ঠা বাড়ানো চলিবে।

২। ব্যাকরণের পাঠ্যসূচী : (ক) স্বর ও ব্যঞ্জনবর্ণ, হ্রস্ব স্বর ও দীর্ঘ স্বর,

ও যৌগিক স্বর। ব্যঞ্জনবর্ণের বর্গবিভাগ ও বর্গের নাম। উষ্মবর্ণ ও অন্তঃস্থ বর্ণগুলির পরিচয় ; (খ) স্বরসন্ধি ঃ (আ-ঈ-উ-এ-ও-ঐ-ঔ মাত্র) ও ব্যঞ্জনসন্ধি ঃ (ত, দ+চ, ছ ; ত, দ+জ, ঝ ; ত, দ+ল ; বর্গের প্রথমবর্ণ+ন, ম ; ম্+ অন্তঃস্থ ও উষ্মবর্ণ প্রভৃতি কয়েকটি সহজ বিষয় মাত্র)।

(গ) ণত্ব বিধান (ঋ, র, ষ কারের পর ণ। স্বরবর্ণ, ক-বর্গ, প-বর্গ এবং য, ব, হ বর্ণের ব্যবধান থাকিলেও ণ। (ণ-কার যুক্ত যথাসম্ভব পরিচিত শব্দের দৃষ্টান্ত দেয়)। ষত্ব বিধান (ঋ কারের পর ও অন্যত্র ষ। ষ-কার যুক্ত যথাসম্ভব প্রচলিত কিছু শব্দের দৃষ্টান্ত দেয়)।

(ঘ) পদপরিচয় (বিশেষ্য, সর্বনাম, বিশেষণ, ক্রিয়া ও অব্যয়ের সাধারণ পরিচয় দান)।

(চ) লিঙ্গ (সাধারণ আলোচনা, পুং হইতে স্ত্রীলিঙ্গে রূপান্তর—কেবল আ, ঈ, আনী—ইনী-যোগের এবং পিতা-মাতা, পুত্র-কন্যা জাতীয় পরিচিত দৃষ্টান্ত)।

(চ) বচন (সাধারণ আলোচনা)।

(ছ) পুরুষ (সাধারণ আলোচনা)।

(জ) সাধু ও চলিত রীতি ঃ সর্ব্বনাম ও ক্রিয়াপদের সাধু ও চলিত রূপ মাত্র প্রদর্শনীয়।

(ঝ) সমনাম বা একার্থক শব্দের পরিচয় (অঙ্গ-প্রত্যঙ্গ ; হস্ত-পদাদি। প্রাকৃত বস্তু—পৃথিবী-আকাশাদি, চন্দ্র-সূর্যাদি, সমুদ্র-পর্বতাদি। পরিচিত পরিবেশ, পরিজন। প্রতি বিষয়ে অন্ততঃ তিনটি করিয়া শব্দ)।

(ঞ) শুদ্ধ বানান শিক্ষা (মুখ্যতঃ ই-ঈ কার, উ-ঊ কার, ণ, ন, শ, ষ, স, প্রভৃতি বর্ণ সম্বন্ধীয় নির্বাচিত শব্দতালিকা)।

৩। পত্ররচনা ও অনুচ্ছেদ লিখন ঃ (ক) পত্ররচনার সাধারণ নিয়ম। পিতা-মাতা-ভ্রাতা-ভগ্নী-বন্ধুর কাছে পত্র। ছুটির আবেদন। অনুষ্ঠানের আমন্ত্রণ পত্রাদি রচনা।

(খ) অনুচ্ছেদ লিখনের জন্য পরিচিত বিষয় অবলম্বন।

ব্যাকরণ ও পত্র/অনুচ্ছেদ লিখনের জন্য সাধুভাষায় রচিত একখানি গ্রন্থ।

ব্যাকরণের জন্য অনূর্ধ্ব ৬৫ পৃষ্ঠা + অন্যান্য বিষয়ের জন্য ২৫ পৃষ্ঠা, আকার ২২"×৩২" (১/১৬)। টাইপ পাইকা। ২৪ এম্। বিস্তৃত অনুশীলনী দিতে হইবে এবং তাহার জন্য স্মল পাইকা টাইপ ব্যবহার করিতে হইবে।

৪। **সহায়ক পাঠের** জন্য একখানি গদ্য বা কবিতা পুস্তক থাকিবে। যে কোন একখানি মাত্র পড়ান হইবে। এই পুস্তকের আলোচ্য হইবে—ভারতে প্রচলিত ধর্ম ও সংস্কৃতির কথা, জাতীয় ভাবোদ্দীপক কাহিনী, নীতি-মূলক গল্প, মহাপুরুষদের জীবনকথা প্রভৃতির একটি বিষয়। গ্রন্থের মোট পৃষ্ঠা সংখ্যা ৬৪। আকার ২২"×৩২" (১/১৬)। পাইকা টাইপ। ২৪ এম্। আবশ্যকবোধে চিত্রাদির জন্য ৮ পৃষ্ঠা অধিক থাকিতে পারে।

কবিতা পুস্তকটিতে বিভিন্ন কবির উপরিউক্ত ভাবের কবিতার প্রাধান্য থাকিবে।

৫। **মৌখিক বিষয় ঃ** আবৃত্তি, গদ্য-পদ্য হইতে পাঠ, পরিচিত পরিবেশ ও ছাত্র-ছাত্রীর অভিজ্ঞতা সম্পর্কে প্রশ্নোত্তর।

সপ্তম শ্রেণী

একটি পত্র—পূর্ণ সংখ্যা ১০০

(লেখ্য বিষয় ৯০ + মৌখিক ১০)

১। পাঠ্যগ্রন্থ	(ক) গদ্যাংশ	২০
	(খ) পদ্যাংশ	২০
২। ব্যাকরণ		২০
৩। প্রবন্ধ এবং পত্ররচনা বা গল্পলিখন		২০ (১২+৮)
৪। সহায়ক পাঠ		১০
৫। মৌখিক		১০
		১০০

১। **গদ্যাংশ ও পদ্যাংশসম্বলিত একটি পাঠ্যগ্রন্থ থাকিবে।**

গদ্যাংশের জন্য ৫০ পৃষ্ঠা আর পদ্যাংশের জন্য ৩০ পৃষ্ঠা মোট ৮০ পৃষ্ঠার গ্রন্থ হইবে। গদ্যাংশের মধ্যে থাকিবে (ক) নানান সাহিত্যিক বিষয়—প্রাকৃতিক দৃশ্য,

গল্প, স্মৃতিচারণ, ভ্রমণ-কাহিনী প্রভৃতি, (খ) স্বদেশপ্রেমোদ্দীপক বিষয়, (দেশীয় কৃষি, শিল্প-বাণিজ্যাদি ও জাতীয়গৌরব বিষয়ক রচনা), (গ) জাতীয় স্বাধীনতা-সংগ্রামীদের জীবনবৃত্তান্ত ও সংগ্রামের কথা (সর্বভারতীয় ভিত্তিতে মুখ্যতঃ ঊনবিংশ শতক হইতে স্বাধীনতা লাভ পর্যন্ত সময়ের কথা), (ঘ) মহৎ-জীবন কথা (সর্বভারতীয় মহাপুরুষদিগের জীবন-বৃত্তান্ত), (ঙ) বৈজ্ঞানিক আবিষ্কার ও অভিযান এবং (চ) একটি নাট্যাংশ।

পদ্যাংশের জন্য প্রসিদ্ধ কবিগণের বিভিন্ন ভাব ও ছন্দের কবিতা সংকলন করিতে হইবে।

গদ্যাংশে সাধু ও চলিত উভয় রীতির রচনা থাকা আবশ্যক। প্রসিদ্ধ লেখকবর্গের রচনা সংকলিত হইবে। সংকলকের নিজস্ব রচনাও থাকিতে পারে। বিস্তৃত অনুশীলনী থাকিবে এবং অনুশীলনী ও চিত্রাদির জন্য অতিরিক্ত ৮ পৃষ্ঠা পর্যন্ত যোগ করা চলিবে। গ্রন্থের আকার ২২" × ৩২" ($\frac{১}{১৬}$)। টাইপ পাইকা। ২৪ এম্।

২। **ব্যাকরণ পাঠ্যসূচী ঃ** (ক) পূর্ণাঙ্গ স্বর ও ব্যাঞ্জন-সন্ধি (খাঁটি বাংলা শব্দের সন্ধি এবং প্রয়োজনীয় ও প্রচলিত বিসর্গ-সন্ধি ও নিপাতনে সিদ্ধ সন্ধিসহ)। (খ) স্ত্রী-প্রত্যয় সহ পূর্ণাঙ্গ লিঙ্গবিচার। (গ) কারক ও বিভক্তির আলোচনা—এ, য়, তে, কে, র, এর এবং বিভক্তিচিহ্ন-লোপ (শূন্যতা)। বিভক্তির প্রথমা-দ্বিতীয়াদি নামকরণ না করিয়া কেবল কোন্ কোন্ ক্ষেত্রে কী-কী বিভক্তি চিহ্ন ব্যবহৃত হয় তাহাই দেখাইতে হইবে। বহুবচনের বিভক্তি চিহ্ন (চলিত ও সাধু)। বিশেষ্য ও সর্বনাম পদের শব্দরূপ। পদ ও শব্দের পার্থক্য। (ঘ) বাক্যের উদ্দেশ্য ও বিধেয় সম্বন্ধে আলোচনা। (ঙ) বিপরীতার্থক শব্দ। (চ) শুদ্ধ শব্দ লিখন।

৩। **প্রবন্ধ এবং পত্র বা গল্প লিখন ঃ**

(ক) প্রবন্ধরচনার বিধি ও কৌশল শিক্ষা। মুখ্যতঃ জীবনী-বিষয়ক, বর্ণনাত্মক ও তথ্যমূলক প্রবন্ধাদি রচনা।

(খ) তথ্যমূলক ও ভাব-বিনিময়মূলক পত্ররচনা শিক্ষা।

(গ) সরল গল্প রচনা।

(ব্যাকরণ ও প্রবন্ধ পুস্তকের পত্র সংখ্যা প্রভৃতি বিষয়ে "অষ্টম শ্রেণী" দ্রষ্টব্য)।

৪। সহায়ক পাঠ ঃ

(ক) ভারতের সংস্কৃতি ও ঐতিহ্য বিষয়ক রচনা (বেশভূষার বৈশিষ্ট্য, শিল্পরুচি, স্থাপত্য, ভাস্কর্যাদি, আতিথেয়তা ও জীবসেবাদির আদর্শবিষয়ক), (খ) ধর্ম-সমাজ-রাষ্ট্রনীতি ক্ষেত্রে খ্যাতনামা ভারতীয় শ্রেষ্ঠ মনীষী তথা মহাপুরুষদিগের জীবনবৃত্তান্ত, (গ) আত্মস্মৃতি, ভ্রমণ, বৈজ্ঞানিক আবিষ্কার ও অভিযানের কাহিনী, (ঘ) নানান সাহিত্যিক রচনা, (ঙ) পুরাণাদির গল্প ও চরিত্র, (চ) বাংলা মঙ্গলকাব্য ও গীতিকার কাহিনী ও চরিত্র—এই বিষয়গুলির একটি অবলম্বনে গদ্যগ্রন্থ রচিত হইবে। গদ্যের ভাষারীতি সাধু বা চলিত হইবে। অনুরূপ এক বা একাধিক বিষয়ের একটি কবিতা-পুস্তকও হইতে পারে। তবে গদ্য বা পদ্য একখানি পুস্তকই পড়ান হইবে। গ্রন্থের আকার ২২"×৩২" ($\frac{১}{১৬}$)। টাইপ পাইকা। ২৪ এম্। গদ্য গ্রন্থের পৃষ্ঠা সংখ্যা ৮০, পদ্য গ্রন্থের ৬০।

৫। মৌখিক—আবৃত্তি, সাহিত্যপাঠ, বিবিধ অনুষ্ঠান সম্বন্ধে আলোচনা, পরিচিত বিষয়ে প্রশ্নোত্তরদান।

অষ্টম শ্রেণী

একটি পত্র—পূর্ণ সংখ্যা ১০০

(লেখ্য বিষয় ৯০+মৌখিক ১০)

১। পাঠ্য গ্রন্থ	(ক) গদ্যাংশ	২০
	(খ) পদ্যাংশ	২০
২। ব্যাকরণ		২০
৩। প্রবন্ধ এবং পত্রলিখন/গল্পরচনা		২০ (১২+৮)
৪। সহায়ক পাঠ		১০
৫। মৌখিক		১০
		১০০

১। গদ্যাংশ ও পদ্যাংশ সম্বলিত একখানি পাঠ্যপুস্তক থাকিবে। বিষয়বস্তু সপ্তম শ্রেণীর অনুযায়ী, তদুপরি জাতীয় স্বাধীনতা সংগ্রামীদের জীবনী ও সংগ্রাম বিষয়ে রচনা থাকা বাঞ্ছনীয় (পলাশীর যুদ্ধ ; 'সিপাহী বিদ্রোহ' এবং উহা হইতে ১৯০০ খৃষ্টাব্দ পর্যন্ত সময়কার ঘটনাবলী অবলম্বনীয়)। গদ্য ও পদ্যের মান পূর্বাপেক্ষা উচ্চতর হইবে। গদ্যাংশে সাধু ও চলিত উভয় রীতিরই রচনা থাকিবে। পাঠগুলি প্রসিদ্ধ লেখকগণের রচনা হইতে সংকলিত হইবে। সংকলকের নিজস্ব রচনাও থাকিতে পারে। পাঠগুলি যেন নাতিদীর্ঘ হয়। বিস্তৃত অনুশীলনী থাকা বাঞ্ছনীয়।

গ্রন্থের আকার ২২"×৩২" ($\frac{১}{১৬}$)। টাইপ পাইকা। ২৪ এম্। পৃষ্ঠা গদ্যাংশের জন্য ৬৫+পদ্যাংশের জন্য ৩৫, মোট ১০০। অনুশীলনীর জন্য অতিরিক্ত ৮ পৃষ্ঠা যোগ করা চলিবে।

২। ব্যাকরণ সূচী ঃ

(ক) বিশেষ্য, বিশেষণ ও সর্বনামের পূর্ণাঙ্গ পরিচয় দান।

(খ) বিভিন্ন শ্রেণীর অব্যয়ের সাধারণ পরিচয় দান।

(গ) ক্রিয়ার কাল সম্বন্ধে আলোচনা।

(ঘ) প্রত্যয় ঃ কয়েকটি কৃৎপ্রত্যয়—(সংস্কৃত ঃ ঘঞ্ (অ), অনট (অন্), ক্তি (তি), ক্ত (ত), অক, তব্য অনীয়, য। বাংলা—অন, আ, আই, ইয়া-ইয়ে, উয়া, ও-উক। কয়েকটি তদ্ধিত প্রত্যয়—(তা, ত্ব, ষ্ণ (অ), ষ্ণ্য (য), তর, তম, ঈয়স্, ইষ্ঠ। বাংলা—আই, আনি, আমি (মি), টিয়া-টে, খানা, পনা)।

(ঙ) প্রধান-প্রধান সমাসের সাধারণ পরিচয়।

(চ) বিশেষণের তারতম্য।

(ছ) কর্তৃবাচ্য, কর্মবাচ্য ও ভাববাচ্য। বাচ্য-পরিবর্তন।

(জ) পদ-পরিবর্তন। বিশিষ্টার্থে বিশেষ্য ও বিশেষণের প্রয়োগ।

(ঝ) শুদ্ধ শব্দ লিখন।

৩। প্রবন্ধ এবং পত্রলিখন / গল্প রচনা ঃ

(ক) আত্মকাহিনী, স্থান, ঘটনা ও নিসর্গের বর্ণনা, ছাত্রজীবনের বিবিধ অভিজ্ঞতা, নীতি ও আদর্শ, বৈজ্ঞানিক আবিষ্কার ও শিল্পবাণিজ্য বিষয়ক প্রবন্ধ।

(খ) বন্ধু-বান্ধবের সহিত ভাববিনিময়, পত্রাকারে কোন বিশেষ বিষয়ে আলোচনা।

(গ) নীতিগর্ভ ও মানবিকতার পরিচয়মূলক গল্পরচনা।

৪। **সহায়ক পাঠ ঃ** গ্রন্থের বিষয়বস্তু, ভাষারীতি, আকার, টাইপ ইত্যাদি সপ্তম শ্রেণীর পুস্তকের অনুরূপ হইবে। কেবল পৃষ্ঠা সংখ্যা গদ্যের ক্ষেত্রে ১০০ ও পদ্যের ক্ষেত্রে ৭০ হইবে।

৫। মৌখিক পরীক্ষা—আবৃত্তি, সাহিত্য পাঠ, অনুষ্ঠানাদি সম্বন্ধে আলোচনা বা প্রশ্নোত্তরদান।

সপ্তম ও অষ্টম শ্রেণীর জন্য রচিত ব্যাকরণ একখণ্ডে (১০০+১০০)=২০০ পৃষ্ঠার মধ্যে অথবা পৃথক-পৃথক ভাবে ১০০ পৃষ্ঠার মধ্যে প্রকাশ করা যাইতে পারে। আকার ২২"×৩২" ($\frac{১}{১৬}$)। টাইপ পাইকা। ২৪ এম্। বিস্তৃত অনুশীলনী থাকা বাঞ্ছনীয়। ইহার জন্য অতিরিক্ত ৮ পৃষ্ঠা যোগ করা চলিবে।

প্রবন্ধ, পত্র ও গল্প-লিখনের পদ্ধতি বিষয়ে দুই শ্রেণীর জন্য একখানি গ্রন্থ থাকিতে পারে। ঐ গ্রন্থে প্রবন্ধ লিখন বিষয়ে পর্যাপ্ত সংকেত থাকা আবশ্যক। আকার, টাইপ ইত্যাদি ব্যাকরণ গ্রন্থের মত এবং পৃষ্ঠা সংখ্যা (১০০+১০০)=২০০।

নবম ও দশম শ্রেণী

১। **নিয়মিত (রেগুলার) পরীক্ষার্থীদের জন্য ঃ**

লেখ্য বিষয় (প্রথম ও দ্বিতীয় পত্র)			৮০+৮০=১৬০
মৌখিক	...	...	= ৪০
			২০০

(ক) **প্রথম পত্র (লেখ্য বিষয়) ৮০**

১। পদ্যাংশ	...	...	৪০
২। প্রবন্ধ	...	...	২০
৩। ইংরাজী হইতে বঙ্গানুবাদ,	...	...	১০
৪। ভাবসম্প্রসারণ এবং সারাংশ	...	...	১০
			৮০

(খ) দ্বিতীয় পত্র (লেখ্য বিষয়) ৮০

১। গদ্যাংশ	... ...	৪৫
২। পাঠ্যবিষয়গত ব্যাকরণ	... ...	১০
৩। ব্যাকরণ	... ...	২৫
		৮০

(গ) মৌখিক ৪০

১। পাঠ্যগ্রন্থ ঃ		
গদ্য ও কাব্য	...	৫
২। সহায়ক পাঠ (গদ্য ও কাব্য)	...	১৫ (৮+৭)
৩। আবৃত্তি, পাঠ, কথোপকথন ইত্যাদি ঃ	...	২০
		৪০

(২) এক্সটার্নাল পরীক্ষার্থীদের জন্য

(ক) প্রথম পত্র ঃ পূর্ণমান	—	১০০
১। পদ্যাংশ	—	৬০
২। প্রবন্ধ	—	২০
৩। ইংরেজী হইতে বঙ্গানুবাদ	—	১০
৪। ভাব সম্প্রসারণ এবং সারাংশ	—	১০
		১০০

(খ) দ্বিতীয় পত্র ঃ পূর্ণমান	—	১০০
১। গদ্যাংশ	—	৬০
২। পাঠ্যবিষয়গত ব্যাকরণ	—	১৫
৩। ব্যাকরণ	—	২৫
		১০০

১। (ক) পাঠ্যগ্রন্থ—পাঠসংকলন (প্রথম খণ্ড, শেষ সংস্করণ)
মধ্যশিক্ষা পর্ষদের পক্ষে বিশ্বভারতী কর্তৃক প্রকাশিত।
—নির্বাচিত অংশ—

নবম শ্রেণী (১৯৭৪ ও ১৯৭৫)

পদ্যাংশ

১। শ্রীরামের অত্রিমুনির আশ্রম গমন —কৃত্তিবাস
২। মধ্যাহ্নে —অক্ষয়কুমার বড়াল
৩। দুই বিঘা জমি —রবীন্দ্রনাথ ঠাকুর
৪। ছোটোর দাবি —কুমুদরঞ্জন মল্লিক
৫। হাট —যতীন্দ্রনাথ সেনগুপ্ত

গদ্যাংশ

১। ঠাকুরদাসের বাল্যশিক্ষা —ঈশ্বরচন্দ্র বিদ্যাসাগর
২। ভানুসিংহের পত্র —রবীন্দ্রনাথ ঠাকুর
৩। মেজদা —শরৎচন্দ্র চট্টোপাধ্যায়
৪। লুই পাস্তুর —চারুচন্দ্র ভট্টাচার্য
৫। অচেনার আনন্দ —বিভূতিভূষণ বন্দ্যোপাধ্যায়

দশম শ্রেণী (১৯৭৫ ও ১৯৭৬)

পদ্যাংশ

১। দুর্যোধনের প্রতি ধৃতরাষ্ট্র —কাশীরাম দাস
২। ইন্দ্রজিতের যজ্ঞগৃহে লক্ষণ —মাইকেল মধুসূদন দত্ত
৩। ধূলামন্দির —রবীন্দ্রনাথ ঠাকুর
৪। ছাত্রধারা —কালিদাস রায়
৫। কাণ্ডারী হুঁশিয়ার —কাজী নজরুল ইস্‌লাম

গদ্যাংশ

১। হিমালয় ভ্রমণ —দেবেন্দ্রনাথ ঠাকুর
২। সাগরসঙ্গমে নবকুমার —বঙ্কিমচন্দ্র চট্টোপাধ্যায়
৩। ঘর ও বাহির —রবীন্দ্রনাথ ঠাকুর
৪। মন্ত্রশক্তি —প্রমথ চৌধুরী
৫। ভারতবর্ষ —এস্. ওয়াজেদ আলি

১। (খ) পাঠ্যগ্রন্থ ঃ পাঠসংকলন—মধ্যশিক্ষা পর্ষৎ কর্তৃক প্রকাশিত।

নির্বাচিত অংশ

নবম শ্রেণী (১৯৭৬)

গদ্যাংশ

১। সমুদ্রপথে —হরপ্রসাদ শাস্ত্রী
২। ভানুসিংহের পত্র —রবীন্দ্রনাথ ঠাকুর
৩। মেজদা —শরৎচন্দ্র চট্টোপাধ্যায়
৪। লুই পাস্তুর —চারুচন্দ্র ভট্টাচার্য
৫। অচেনার আনন্দ —বিভূতিভূষণ বন্দ্যোপাধ্যায়

পদ্যাংশ

১। শ্রীরামের অত্রিমুনির আশ্রমে গমন কৃত্তিবাস
২। মধ্যাহ্নে —অক্ষয়কুমার বড়াল
৩। পুরাতন ভৃত্য —রবীন্দ্রনাথ ঠাকুর
৪। ত্রিরত্ন —কালিদাস রায়
৫। হাট —যতীন্দ্রনাথ সেনগুপ্ত

দশম শ্রেণী (১৯৭৭)

গদ্যাংশ

১। হিমালয় ভ্রমণ —দেবেন্দ্রনাথ ঠাকুর
২। সাগর সঙ্গমে নবকুমার —বঙ্কিমচন্দ্র চট্টোপাধ্যায়
৩। আশ্রমের রূপ ও বিকাশ —রবীন্দ্রনাথ ঠাকুর
৪। বাপ্পাদিত্য —অবনীন্দ্রনাথ ঠাকুর
৫। ভারতবর্ষ —এস্. ওয়াজেদ আলি

পদ্যাংশ

১। দুর্যোধনের প্রতি ধৃতরাষ্ট্র —কাশীরাম দাস
২। ইন্দ্রজিতের যজ্ঞগৃহে লক্ষ্মণ —মাইকেল মধুসূদন দত্ত
৩। ধূলামন্দির —রবীন্দ্রনাথ ঠাকুর
৪। কাল-বৈশাখী —মোহিতলাল মজুমদার
৫। কাণ্ডারী হুঁসিয়ার —কাজী নজরুল ইস্‌লাম

২। সহায়ক পাঠ ঃ গদ্যগ্রন্থ (নবম ও দশম শ্রেণী)

১। জীবনস্মৃতি (নির্বাচিত অংশ)
(শিক্ষারম্ভ, ভৃত্যরাজকতন্ত্র, নর্মাল স্কুল, কবিতারচনারম্ভ, নানা বিদ্যার আয়োজন, বাহিরে যাত্রা, কাব্য রচনাচর্চা, পিতৃদেব, হিমালয় যাত্রা, ঘরের পড়া, বাড়ির আবহাওয়া, রচনা প্রকাশ)।

২। প্রাচ্য ও পাশ্চাত্য —স্বামী বিবেকানন্দ
৩। রামায়ণী কথা —দীনেশচন্দ্র সেন
(নির্বাচিত অংশ ঃ ভরত, লক্ষণ, হনুমান, কৌশল্যা)
৪। আপন কথায় —দক্ষিণারঞ্জন বসু কর্তৃক সম্পাদিত
(নির্বাচিত অংশ)

আত্মচরিত —ঈশ্বরচন্দ্র বিদ্যাসাগর
বঙ্গদেশে ভ্রমণ —রাজনারায়ণ বসু
আমার মা —শিবনাথ শাস্ত্রী
আমার জীবনী —মীর মোশাররফ হোসেন
সেকালের কলিকাতা ছাত্রাবাস —বিপিনচন্দ্র পাল
ষোলো বছরের হিসাব —রবীন্দ্রনাথ ঠাকুর
আমি ও আমার কাল —প্রফুল্লচন্দ্র রায়
আমার ছোটবেলা —মানকুমারী বসু
আমার বিদ্যারম্ভ —স্বামী অভেদানন্দ
সাহিত্যে গুরু —শরৎচন্দ্র চট্টোপাধ্যায়

দেশবন্ধুকে পত্র —সুভাষচন্দ্র বসু

সেকালের সেকাল —তারাশঙ্কর বন্দ্যোপাধ্যায়

৫। আচার্য বাণীচয়ন —জাহ্নবীকুমার চক্রবর্তী কর্তৃক সম্পাদিত

৬। আনন্দমঠ (বঙ্কিমচন্দ্র) —বিজনবিহারী ভট্টাচার্য কর্তৃক সম্পাদিত ও সংক্ষেপিত

৭। পদার্থ বিদ্যার নবযুগ (ছাত্র সংস্করণ)—চারুচন্দ্র ভট্টাচার্য

৮। নিষ্কৃতি —শরৎচন্দ্র চট্টোপাধ্যায়

কাব্যগ্রন্থ

১। কথা ও কাহিনী —রবীন্দ্রনাথ ঠাকুর

(নির্বাচিত অংশ)

[কথা—শ্রেষ্ঠ ভিক্ষা, প্রতিনিধি, মস্তকবিক্রয়, পূজারিনী, সামান্যক্ষতি, মূল্যপ্রাপ্তি, নগরলক্ষ্মী, স্পর্শমণি, বন্দীবীর, মানী, প্রার্থনাতীত দান, নকল গড়, বিচারক, পণরক্ষা।

কাহিনী—গান ভঙ্গ, পুরাতন ভৃত্য, দেবতার গ্রাস, নিষ্ফল উপহার, বিসর্জন, জুতা আবিষ্কার]

২। কবিতা সংকলন —পর্ষৎপক্ষে বিশ্বভারতী কর্তৃক প্রকাশিত

(নির্বাচিত অংশ)

১। সীতা ও সরমা —মাইকেল মধুসূদন দত্ত

২। হিমালয় —বিহারীলাল চক্রবর্তী

৩। যক্ষের আলয় —দ্বিজেন্দ্রনাথ ঠাকুর

৪। ধাত্রী পান্না —যদুগোপাল চট্টোপাধ্যায়

৫। সিদ্ধার্থ ও বিম্বিসার —গিরিশচন্দ্র ঘোষ

৬। মা ও ছেলে —গিরীন্দ্রমোহিনী দাসী

৭। শ্রাবণে —অক্ষয়কুমার বড়াল

৮।	দুর্ভাগা দেশ	—রবীন্দ্রনাথ ঠাকুর
৯।	ওরা কাজ করে	—রবীন্দ্রনাথ ঠাকুর
১০।	পাছে লোকে কিছু বলে	—কামিনী রায়
১১।	মা	—রজনীকান্ত সেন
১২।	খেয়া ডিঙ্গি	—যতীন্দ্রমোহন বাগচী
১৩।	জাতির পাঁতি	—সত্যেন্দ্রনাথ দত্ত
১৪।	পাড়াগেঁয়ে	—কুমুদরঞ্জন মল্লিক
১৫।	মানুষ	—যতীন্দ্রনাথ সেনগুপ্ত
১৬।	চাঁদ সদাগর	—কালিদাস রায়
১৭।	বাংলা মা	—কাজী নজরুল ইস্‌লাম
১৮।	বেহুলা	—ধীরেন্দ্রনাথ মুখোপাধ্যায়
১৯।	পারুল বোন	—সুভাষ মুখোপাধ্যায়
২০।	রানার	—সুকান্ত ভট্টাচার্য]

৩। **মায়ামুকুর (সংশোধিত)** —কাজী নজরুল ইস্‌লাম

(নির্বাচিত অংশ)

[ছাত্র-সঙ্গীত, মায়ামুকুর, চল্ চল্ চল্, বিশ্বাস ও আশা, জাতের বজ্জাতি, ভোরের পাখী, শূদ্রের মাঝে জাগিছে রুদ্র, মোরা দুই সহোদর ভাই, সাম্য, খেয়া পারের তরণী, উপেক্ষিত, যুগান্তরের গান, ভাঙ্গার গান, সংকল্প, গোঁড়ামি ধর্ম নয়, জাগরণ, বাংলা-মা, বাসনা, বিধির বিধান, পূজারিণী]

৪। **গাথামঞ্জরী** —কালিদাস রায়

[নির্বাচিত অংশ ঃ—লালাবাবুর দীক্ষা, হরিদাস, জালুয়ার প্রান্তরে, জামার প্রাপ্য, তীর্থফল, অজন্তা গুহায়, উমা ও মেনকা, জাফর ও বান্দা, লোভজয়, মূড়া গাছ, পারিয়া সাধক, কাঠের তরবারি, উজীর ও বাদশাহ, বাবরের মহত্ত্ব, অর্জুন মিশ্র, ত্রিরত্ন, দুই পণ্ডিত, শ্রীদাম সখা, সাবিত্রীবাই, কবির সম্মান]

বিঃ দ্রঃ [ক] ১, ২ ও ৩ সংখ্যক গদ্য গ্রন্থগুলির এবং ১ ও ২ সংখ্যক কাব্য গ্রন্থগুলির মধ্যে একটি গদ্যগ্রন্থ ও একটি কাব্যগ্রন্থ (মোট ২টি) ১৯৭৬ সালের মাধ্যমিক পরীক্ষার পরীক্ষার্থীদের জন্য পাঠ্য।

[খ] ১ হইতে ৭ সংখ্যক গদ্যগ্রন্থগুলির মধ্যে একটি এবং ১ হইতে ৪ সংখ্যক কাব্যগ্রন্থগুলির মধ্যে একটি [মোট ২টি] ১৯৭৭ এবং ১৯৭৮ সালের মাধ্যমিক পরীক্ষার পরীক্ষার্থীদের জন্য পাঠ্য।

[গ] ১ হইতে ৮ সংখ্যক গদ্যগ্রন্থগুলির মধ্যে একটি এবং ১ হইতে ৪ সংখ্যক কাব্যগ্রন্থগুলির মধ্যে একটি [মোট ২টি] ১৯৭৯ সালের মাধ্যমিক পরীক্ষার পরীক্ষার্থীদের জন্য পাঠ্য।

[ঘ] সহায়কগ্রন্থের আখ্যান, ঘটনা বর্ণনা, ভাববস্তু ইত্যাদি সম্বন্ধে ছাত্র-ছাত্রীদের সাধারণ পরিচয় মাত্র প্রয়োজন।

৩। দ্বিতীয় পত্রের ব্যাকরণের পাঠ্যসূচী ঃ

নবম শ্রেণী ঃ (সপ্তম-অষ্টম শ্রেণীতে অধীত বিষয়ের মৌখিক পুনরালোচনা প্রয়োজনীয়)।

(ক) বর্ণের শ্রেণীবিভাগ ঃ বাংলা স্বর ও ব্যঞ্জনবর্ণের উচ্চারণ স্থান ও উচ্চারণ-বৈশিষ্ট্য, একই বর্ণের বিভিন্ন ধ্বনি, বিভিন্ন বর্ণের একই ধ্বনি, ধ্বনি বিলোপ ইত্যাদি। বিদেশী শব্দের বাংলা বর্ণীকরণ।

(খ) সাধু ও চলিত ভাষারীতির পূর্ণাঙ্গ আলোচনা।

(গ) ক্রিয়াপদ ও ক্রিয়া-বিভক্তির সম্বন্ধে পূর্ণাঙ্গ আলোচনা। ধাতু ও প্রত্যয়—মৌলিক ধাতু, প্রযোজক ধাতু, ধ্বন্যাত্মক ধাতু, নামধাতু। অকর্মক ও সকর্মক ক্রিয়া। সমাপিকা ও অসমাপিকা ক্রিয়া, মৌলিক ক্রিয়া ও যৌগিক ক্রিয়া। ক্রিয়ার ভাব ও ক্রিয়ার কাল। (বিশেষ আলোচনা) ক্রিয়ার রূপ।

(ঘ) অব্যয়ের পূর্ণাঙ্গ আলোচনা (শ্রেণীবিভাগ ও বিভিন্ন সূক্ষ্ম অর্থে প্রয়োগ।

(ঙ) পূর্ণাঙ্গ কৃৎপ্রত্যয় ঃ সংস্কৃত শতৃ (অৎ), শানচ (মান); নক্ (অক),

তৃচ্ (তা), ইষ্ণু, আলু। বাংলা—অ, অন, আও, উ, উনি, ত (অত, অতা), তি, (অতি), না, রি, (আরি, উরি)।

পূর্ণাঙ্গ তদ্ধিত প্রত্যয় ঃ সংস্কৃত ষ্ণি (ই), ষ্ণেয় (এয়), ষ্ণায়ণ (আয়ন), ষ্ণীয় (ঈয়), ষ্ণিক (ইক্), ইত, ইল, ইন, ঈন, বিন, ময়, মতুপ্-বতুপ্ (মান্-বান্), তন, ইমন্, র, ল। বাংলা আমি (মি), আর, আরি, আরু, ই, ইয়া (এ), ঈ, উয়া (উ), উক, টিয়া (টে), পারা, পানা, খানা, বন্ত, মন্ত। বিদেশী—আনা, আনি, ওয়ালা, ওয়ান, খানা, খোর, গর, চি, দান, দানি, দার, গিরি, নবিশ, বাজ।

(চ) পূর্ণাঙ্গ উপসর্গ (সংস্কৃত, বাংলা ও বিদেশী)। অনুসর্গ (দ্বারা, দিয়া, হইতে, থেকে, চেয়ে, মধ্যে প্রভৃতি)।

(ছ) বিভিন্নার্থে বিশেষ্য ও বিশিষ্টার্থে বিশেষণ এবং ক্রিয়াপদের প্রয়োগ। একই শব্দের বিভিন্ন পদে প্রয়োগ।' ভিন্নার্থক সদৃশ ও প্রায় সমোচ্চারিত শব্দ।

(জ) ইংরাজী হইতে বাংলায় অনুবাদ শিক্ষা (বাক্য অনুসারে অনুবাদ দেখাইয়া ক্রমে অনুচ্ছেদে অভ্যস্ত করাইতে হইবে)।

দশম শ্রেণী

(ক) সমাস—বিস্তৃততর আলোচনা।

(খ) বাংলার শব্দভাণ্ডার। বাংলা শব্দের শ্রেণীবিন্যাস (তৎসম, তদ্ভব, দেশী ও বিদেশী)॥

(গ) ধ্বন্যাত্মক শব্দ। শব্দদ্বৈত।

(ঘ) বাক্য সম্বন্ধে পূর্ণাঙ্গ আলোচনা। বাক্যের প্রকারভেদ। সরল, জটিল, যৌগিক। অস্ত্যর্থক, নাস্ত্যর্থক, নির্দেশক, প্রশ্নবোধক। বাক্যান্তরীকরণ।

(ঙ) শব্দ ও বাক্যাংশের বিশেষ অর্থে প্রয়োগ। প্রবাদ-প্রবচনাদি।

(চ) বাক্য-প্রসারণ। বহুপদের একপদে পরিণত করণ। শব্দ ও বাক্যগত শুদ্ধি-অশুদ্ধি বিচার।

নবম ও দশম শ্রেণীর জন্য মিলিত একটি ব্যাকরণ গ্রন্থ থাকিতে পারে। পৃষ্ঠাসংখ্যা (১০০+১০০)=২০০। আকার ২২"×৩২" (১/১৬)। টাইপ স্মল

পাইকা। ২৪ এম্। বিস্তৃত অনুশীলনী থাকিবে এবং তাহার জন্য অতিরিক্ত ৮ পৃষ্ঠা সংযোজিত হইতে পারে।

৪। **প্রবন্ধ, বঙ্গানুবাদ, সারাংশ, ভাবসম্প্রসারণ :** পাঠ্য-বহির্ভূত অংশ হইতে প্রশ্ন করা হইবে। প্রবন্ধপুস্তকে পূর্ণাঙ্গ প্রবন্ধের দৃষ্টান্ত অপেক্ষা পর্যাপ্ত প্রবন্ধের সংকেত দেওয়ার উপর গুরুত্ব দিতে হইবে।

এই সকল বিষয়ের জন্য আনুমানিক ২০০ পৃষ্ঠার পূর্বোক্ত আকার ও টাইপের একটি গ্রন্থ নবম ও দশম শ্রেণীর জন্য রচিত হইতে পারে।

৫। **মৌখিক**—কবিতা, নাট্যাংশ ও গদ্যের আবৃত্তি, পাঠ, বিতর্ক, আলোচনা, কথোপকথন, প্রশ্নোত্তর ইত্যাদি।

(2) ENGLISH (FIRST LANGUAGE)

CLASSES VI, VII & VIII

Schools may select a graded series of readers for detailed and non-detailed study in different Classes. A suitable book on Grammar should also be recommended to students. The distribution of marks as laid down for Bengali First Language should be followed.

CLASSES IX & X

(i) Distribution of Marks for Regular Candidates :

Written (Paper I & Paper II)	80+80=160
Oral	40
	200

Paper—I — 80 marks

Prose Text ..	50
Poetry Text ..	30
	80

Paper—II — 80 marks

1. Essay ..	20
2. (a) Substance or Precis ..	15
(b) Comprehension test ..	15
(c) Expansion ..	10
3. Questions on Grammar and Composition connected with a passage ..	20
	80

Oral Test :

Books prescribed for General Reading	..	20
On Recitation and Conversation etc.	..	20
		40

(ii) Distribution of marks for External Candidates :

Written (Paper I & Paper II) 100 + 100 = 200

Paper I — 100 marks

Prose Text	..	60
Poetry Text	..	40
		100

Paper II — 100 marks

1. Essay	..	25
2. (a) Substance or Precis	..	15
(b) Comprehension test	..	20
(c) Expansion	..	15
3. Questions on Grammar and Composition connected with a passage	..	25
		100

Syllabus

Paper—I

For Madhyamik Pariksha 1976 and 1977
A Detailed Study

PROSE

1. Silas Marner—George Eliot (Herbert Strang's Library) Oxford University Press.

VERSE

2. Selections from English Verse, First Edition (Revised), published by the West Bengal Board of Secondary Education.

Pieces prescribed for study—

Seven Ages of Man	.. William Shakespeare
On His Blindness	.. John Milton
The Elegy	.. Thomas Gray
The Tiger	.. William Blake
London 1802	.. William Wordsworth
The Solitary Reaper	.. William Wordsworth
The Old Familiar Faces	.. Charles Lamb
To A Skylark	.. Percy Bysshe Shelley
On First Looking into Chapman's Homer	.. John Keats
To Autumn	.. John Keats
Lead Kindly Light	.. Cardinal Newman
The Slave's Dream	.. Henry Wadsworth Longfellow
Ulysses	.. Lord Tennyson
The Patriot	.. Robert Browning
Say Not The Struggle Naught Availeth.	.. Arthur Hugh Clough
I Vow To Thee, My Country	.. Sir Cecil Spring-Rice
An Acre of Grass	.. William Butler Yeats
Sea-Fever	.. John Masefield
The Snare	.. James Stephens
The Soldier	.. Rupert Brooke

B. General Reading

For Madhyamik Pariksha, 1976 only

1. Howard's End .. E. M. Forster

Or

Born Free .. J. Adamson

2. Impact of Science on Society .. Bertrand Russell

Or

Modern English Short Stories, Second Series (The World's Classics Series, selected by Derek Hudson, published by Oxford University Press).

[Prescribed pieces—

The Kite .. W. Somerset Maugham
The Little Willow .. Frances Towers
The Hostage .. C. S. Forester
On Guard .. Evelyn Waugh
The Basement Room .. Graham Greene
The Putting Away of Uncle Quaggin .. Nigel Kneale
Maria .. Elizabeth Bowen
A Dream of Winter .. Rosamond Lehmann]

For Madhyamik Pariksha, 1977 only

1. Letters from a Father to His Daughter .. Jawaharlal Nehru

Or

Born Free .. J. Adamson

2. Impact of Science on Society .. Bertrand Russell

Or

Modern English Short Stories [As prescribed for Madhyamik Pariksha, 1976 at (2) above.]

Paper I

For Madhyamik Pariksha, 1978
A Detailed Study

PROSE

1. Silas Marner—George Eliot (Herbert Strang's Library) Oxford University Press.

VERSE

2. Selections from English Verse, First Edition (Revised) published by the West Bengal Board of Secondary Education.

Pieces prescribed

1. Blow, Blow, Thou Winter Wind	.. William Shakespeare
2. On His Blindness	.. John Milton
3. The Elegy	.. Thomas Gray
4. The Tiger	.. William Blake
5. On Milton	.. William Wordsworth
6. The Solitary Reaper	.. William Wordsworth
7. The Light of Other Days	.. Thomas Moore
8. To A Skylark	.. Percy Bysshe Shelley
9. On First Looking Into Chapman's Homer	.. John Keats
10. To Autumn	.. John Keats
11. Lead Kindly Light	.. Cardinal Newman
12. The Slave's Dream	.. Henry Wadsworth Longfellow
13. Ulysses	.. Lord Tennyson
14. The Patriot	.. Robert Browing

15. Say Not the Struggle Naught Availeth	.. Arthur Hugh Clough
16. I Vow To Thee, My Country	.. Sir Cecil Spring-Rice
17. An Acre Of Grass	.. William Butler Yeats
18. Sea-Fever	.. John Masefield
19. The Snare	.. James Stephens
20. The Soldier	.. Rupert Brooke

B. For General Reading

(a) 1. Letters from a Father to His Daughter .. Jawaharlal Nehru

Or

Born Free .. J. Adamson

(b) 2. Modern English Short Stories, Second Series (The World's Classics Series, selected by Derek Hudson, published by Oxford University Press).

The following stories are prescribed for study :

The Kite	.. W. Somerset Maugham
The Little Willow	.. Frances Towers
The Hostage	.. C. S. Forester
On Guard	.. Evelyn Waugh
The Basement Room	.. Graham Greene
The Putting Away of Uncle Quaggin	.. Nigel Kneale
Maria	.. Elizabeth Bowen
A Dream of Winter	.. Rosamond Lehmann

Paper II

For Madhyamik Pariksha, 1976, 1977 & 1978

1. Eassay
2. (a) Substance or Precis
   (b) Comprehension Test
   (c) Expansion.
3. Question on Grammar and Composition connected with a passage.

Question under item 3 will include some or all of the following :—

(i) Explanation of words in relation to the context.
(ii) Rewriting or explanations of phrases or sentences.
(iii) Turning of narration (Direct or Indirect).
(iv) Recognition, understanding and use of metaphor and simile.
(v) Synthesis and exercises in sentence construction.

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(३) हिन्दी (प्रथम भाषा)

षष्ठ—कक्षा

१—अंकों का वितरण :

पूर्णांक	...	१००
गद्य (पाठ)	...	३०
पद्य (पाठ)	...	२०
व्याकरण	...	१५
रचना	...	१५
अनुषंगिक अध्ययन	...	१०
मौखिक	...	१०

२—विषय का स्वरूप :

गद्य—प्रस्तावित सँकलन में रोचक लघु कहानी, वर्णनात्मक लघु निबन्ध, यात्रा-विवरण, संस्मरण, जीवनी, वैज्ञानिक आविष्कार संबंधी रचनाएँ, नीति तथा समाज विषयक उपाख्यान अथवा निबन्ध, स्वदेश-प्रेम संबधी लघु रचनाएं आदि संगृहीत होंगी। रचनाएँ बालोपयोगी, जीवनोपयोगी तथा साहित्योपयोगी हों, जिनसे किशोर-जीवन तथा व्यक्तित्व के सम्यक निर्माण में सहायता पहुंचे। प्रसिद्ध एवं मान्य लेखकों की रचनाएं ही संकलित की जाएं। अनूदित रचनाएं यथासंभव नहीं ली जाएँ। प्राय: सभी रचनाएँ खड़ीबोली की हों तथा संकलित रचनाओं की भाषा शैली, वाक्य रचना तथा शब्द-विधान सरल एवं सुपाठ्य हों। प्रत्येक पाठ में अनुशीलनी का होना अनिवार्य है, जो विद्यार्थियों की क्षमता और ग्राहय-शक्ति को उद्बुद्ध करने में सहायक हो। आवश्यकतानुसार आकर्षक चित्रों के भी उपयोग किए जाएँ।

पद्य—मध्ययगीन कवियों में कबीर, तुलसी, रहीम, वृन्द आदि के चरित्रनिर्माणक सरल दोहे संकलित किए जाएं, जिनमें प्रत्येक की संख्या १५ से अधिक न हों। आधुनिक कवियों की सरल एवं अभिधामूलक रचनाएं संकलित हों, जो बालोपयोगी हों। रचनाएं अनूदित न हों। कुछ नाम द्रष्टव्य हैं : मैथिलीशरण गुप्त, सोहनलाल द्विवेदी, रामनरेश त्रिपाठी, सियाराम-शरण गुप्त। कविताएं देश-प्रेम, प्रकृति-वर्णन, चरित्र-निर्माण, पौरानिक-सांस्कृतिक भावनाओं से संबंधित हों। प्रत्येक पाठ में अनुशीलनी आवश्यक है तथा आकर्षक चित्र भी प्रसंगानुकूल दिए जाएं।

पुस्तक का आकार तथा पाठ संख्या :

पुस्तक २२—३२ (१/१६) साइज की हो। इण्डियन स्टैण्डर्ड इन्स्टीट्यूट द्वारा संस्तुत मुद्रण का ही प्रयोग किया जाए। गद्य-भाग की पृष्ठ संख्या ४४ तथा पद्य-भाग की २० होगी, जिनमें १२ गद्य-पाठ तथा १२ पद्य-पाठ समाहित हो सकें।

व्याकरण :

वर्ण-परिचय शब्द और उसके भेद, संज्ञा, सर्वनाम, विशेषण, क्रिया और अव्यय के स्वरूप एवं मुख्य भेदों का सामान्य परिचय, कारक, लिंग और वचन का सामान्य परिचय, बिराम चिह्नों का प्रयोग। पृष्ठ—संख्या —४०।

रचना :—

पत्र-लेखन, लघू निवन्ध (सामान्य, सरल, प्रचलित एवं परिचित बिषयों पर लेख)। पृष्ठ—संख्या—४०।

अनुषंगिक अध्ययन-ग्रन्थ (रेपिड् रीडर) :—

बाल-कथाओं का संकलन किया जाए, जिनमें पौराणिक, ऐतिहासिक तथा राष्ट्रीय विषयों से सम्बद्ध आख्यान हों। पृष्ठ—संख्या—४८ और पाठ संख्या १२ से अधिक न हों।

CLASSES VII & VIII.

A. Distribution of Marks for Classes VII & VIII

	One Paper	100 marks.
Prose (Text)	.. .. ..	25
Poetry (Text)	.. .. ..	20
Supplementary Reader	.. ..	15
Grammar & Composition	.. ..	15
Essay	.. .. ..	15
Oral	.. .. ..	10
		100

B. Syllabus for Class VII

(i) A Text Book containing Prose and Poetry pieces (of the size of 22″×32″; 1/16), printed in the types approved by Indian Standard Institute, may be prescribed.

Pages for Prose Text should be 60 and for the Poetry should be 50.

The Prose Text should contain briographical, reflective, mythological, cultural, educational, national, moral and social pieces.

The Poetry Text should contain poems of Kabir, Rahim, Mirabai, Giridhar Kaviray, Gopal Sharan Singh, Rai Debiprasad, Subhadra Kumari Chauhan and others.

(ii) A Supplementary Reader should contain topics on national, cultural, historical and literary aspects (Pages: 100-125). The prescribed Supplementary Reader is BANGAL (BHARAT DARSHAN SERIES)—Published by Rajpal and Sons, Delhi.

GRAMMAR & COMPOSITION

In addition to the revision of topics on Grammar already done in Class VI the following topics are prescribed :—

Sandhis, Tenses, Persons, Parts of Speech, Sentence-Structure, Classification of sentences and their relationship. Synonyms and Antonyms; Paragraph-writing; simple story-writing from hints.

ESSAY-WRITING

Essays should include common descriptive and narrative topics.

C. Syllabus for Class VIII

(i) A combined Text Book containing Prose and Poetry pieces should be prescribed. Prose pieces should contain educative and literary articles preferably by writers like Premchand, Kaushik, Sudarshan, Jagannath Prasad, Jaisankar Prasad, Gobinda Ballabh Pant, Lakshminarayan Mishra, Bharatendu Harishchandra, Dr. Raghubir Singh and others.

Poetry Text should contain poems of Vihari, Ghananand, Gayaprosad Sukla, Pant, Nirala, Mahadevi, Dinkar and others.

Prose Text should contain 100 pages and Poetry Text should contain 50 pages. Size of the book 22″×32″(1/16), type approved by Indian Standard Institute.

(ii) A Supplementary Reader should contain articles which will inspire students in national, historical, reflective, mythological and cultural aspects. The prescribed Supplementary Reader is SRI ARVINDA GATHA (HINDI)—Published by Sri Arvind Ashram, Calcutta.

GRAMMAR & COMPOSITION

In addition to the revision of topics on Grammar already done in Class VII, the following topics are prescribed :—

Voice, Samasa, Transformation of Sentences, change of Voice, words having different meanings; Synonyms, use of Phrases and Idoms and Compound Words, Amplification, Central Idea, Summary & Substance-writing.

ESSAY-WRITING

Students should develop the habit of writing essays independently. Topics should include everyday-life, travels, discoveries, biographies etc. of juvenile interest.

CLASSES IX & X

A. **Distribution of marks for Regular Candidates :—**

I—First Paper

	Marks
Poetry Text	40
Essay	20
Amplification and Substance writing ..	10
Alankara and Chhanda	10
	80

II—Second Paper

	Marks
Prose Text	45
History of Hindi Literature	20
Grammar and Composition	15
	80

III—Oral

Text and Supplementary Readers (5 marks in Text and 15 marks in Supplementary Readers) ..	20
Recitation, Conversation etc.	20
	40

B. **Distribution of marks for External candidates :—**

Paper—I

	Marks
Poetry—(Text)	60
Essay	20
Amplification & Substance writing	10
Alankar & Chhanda	10
	100

Paper—II

	Marks
Prose Text	60
History of Hindi Literature	20
Grammar & Composition	20
	100

C. **विषय का स्वरूप** (Syllabus) :

पद्य एवं गद्य के लिए पृथक्-पृथक् पाठ्य-ग्रंथ अपेक्षित हैं। माध्यमिक शिक्षा-पर्षत् को इन पाठ्य-ग्रंथों के विचारार्थ एवं निर्धारणार्थ विभिन्न प्रकाशको से ग्रन्थ आमंत्रित कर (यदि वह स्वयं प्रकाशन करने की स्थिति में न हो तो)। सर्वोत्तम ग्रंथ का चुनाव करना चाहिए। स्वीकृत ग्रंथ के प्रकाशक से अनुबंध के द्वारा कागज एवं मूल्य-निर्धारण, आकार, मुद्रण आदि निश्चित करना चाहिए, जिससे भविष्य में कोई अनपेक्षित परिवर्तन न हो।

कक्षा नवम् एवं दशम्

प्रथम पत्र :—

पद्य : पुस्तक में छात्रों के व्यक्तित्व और साहित्यिक विकास एवं प्रतिभा के उन्नयन के लिए उपयुक्त, प्रसिद्ध एवं प्रतिनिधि कवियों की वे रचनाएँ संगृहीत

हों, जो हिन्दी काव्य के विभिन्न कालों, प्रवृत्तियों पर विहंगम, किंतु सार्थक और उचित, प्रकाश डाल सकें और छात्रों में साहित्यिक एवम् काव्यात्मक चेतना और अभिरूचि के साथ साथ सर्जनात्मक संवेदना स्फूर्त्त करने में सहायक हों।

इन कक्षाओं के निमित्त संकलित काव्य-पाठ उच्चतर महाविद्यालयीन अध्ययन के साथ समजित् और संश्लिष्ट हों, जिससे हिन्दी साहित्य के अध्ययन के विभिन्न शैक्षणिक स्तर समायोजित रहें। ग्रंथ के १६० पृष्ठों में कम से कम २० कवियों की रचनाएँ संकलित हों, जिनसे पाठ्य-क्रम में आवश्यकतानुसार निर्धारण और निर्वाचन किया जा सके। संकलन में निम्नलिखित कवियों के समावेश का सुझाव दिया जाता है :

कबीर, तुलसी, सूर, मीरा, रसखानि, विहारी, भूषण, भारतेन्दु, मैथिलीशरण गुप्त, हरिऔध, प्रसाद, पंत, निराला, महादेवी, एक भारतीय आत्मा, दिनकर, बच्चन, अज्ञेय, केदारनाथ अग्रवाल, शमशेरबहादुर सिंह, भवानीप्रसाद मिश्र आदि।

पुस्तक के अंत में प्रत्येक पाठ की उचित और परीक्षोपयोगी अनुशीलनी '(कवि परिचय के साथ) एवं प्रारम्भ मेंप रिचयात्मक भूमिका अवश्य हो। पुस्तक का मुद्रण २२—३२ (१/१६) के आकार में इंडियन स्टैण्डर्ड इन्स्टीट्यूट द्वारा संस्तुत टाइप में हो। आवश्यक, पर आकर्षक ओर सुन्दर, चित्रों का समावेश अपेक्षित है।

निबन्ध-लेखन, भाव-विस्तार एवं सार-लेखन, तथा अलंकार एवं छन्द :—

निबन्ध-लेखन, भाव-विस्तार एवं सार-लेखन तथा अलंकार एवं छन्द के लिए एक पुस्तक निर्धारित रहेंगी।

निबन्ध सरल, विषयप्रधान एवं स्पष्ट हों। कुछ वैयक्तिक तथा भावात्मक निबन्ध भी रखे जा सकते हैं। निबन्ध छात्रो के सामान्य पाठ्य-स्तर के अनुरूप विविध प्रकार के हों। भाव-विस्तार तथा सार-लेखन के लिए पद्य एवं गद्य के अवतरण दिए जाएँ।

निम्नलिखित अलंकार पाठ्य-क्रम में निर्धारित हैं :—

अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, और अर्थान्तरन्यास ।

निम्नलिखित छन्द निर्धारित हैं :—

दोहा, सोरठा, चौपाई, रोला, छप्पय, हरिगीतिका, मालिनी ।

द्वितीय पत्र :—

गद्य

पुस्तक में प्रसिद्ध लेखकों द्वारा लिखित लघु-कहानियाँ, निवन्ध (साहित्यिक, समीक्षात्मक, वैज्ञानिक), रेखा-चित्र एवं संस्मरण, एकांकी, यात्रा-वृत्तान्त आदि का संकलन गद्य की विविध विधाओं की प्रस्तुति के उद्देश्य से किया जाये । सभी पाठ खड़ीबोली में हो । पुस्तक में कम से कम तीन-चार कहानियाँ, चार-पाँच निबन्ध, तथा एक एकाँकी के अतिरिक्त अन्यान्य रचनाएं हों ।

निम्नलिखित लेखकों के समावेश का सुझाव सामान्य निर्देशन के रूप में दिया जाता है :—

भारतेन्दु, बालकृष्ण भट्ट, प्रतापनारायण मिश्र, बालमुकुन्द गुप्त, महावीर प्रसाद द्विवेदी, प्रेमचन्द, प्रसाद, श्यामसुन्दर दास, रामचन्द्र शुक्ल, महादेवी, जैनेन्द्र, रामकुमार वर्मा, हजारीप्रसाद द्विवेदी, राहुल सांकृत्यायन, वृन्दवन-लाल वर्मा, रामवृक्ष वेनीपुरी, भगवतीचरण वर्मा, डा० गोरखनाथ (वैज्ञानिक), ड० सत्यप्रकाश (वैज्ञानिक), अज्ञेय, विष्णुप्रभाकर, मोहन राकेश आदि ।

पुस्तक के प्रारम्म में हिन्दी गद्य के विकाश और उसकी विभिन्न विधाओं के सामान्य परिचयार्थ उचित भूमिका अवश्य हो और अन्त में प्रत्येक पाठ की (लेखक परिचय के साथ) उपयुक्त और परीक्षोपयोगी अनुशीलनी, जो छात्रों के स्वतंत्र अध्ययन में सहायक और हितकर हो ।

पुस्तक इण्डियन स्टैण्डर्ड इन्स्टीट्यूट द्वारा अनुमोदित टाइप में २२—३२ (१/१६) के आकार में मुद्रित हो ।

साहित्य का इतिहास :—

हिन्दी साहित्य के इतिहास के लिए उसके बिबिध कालों की प्रमुख प्रवृत्तियां, प्रमुख लेखक एवं उनकी प्रमुख रचनाओं का सामान्य परिचय एवं

रूपरेखा ही निर्धारित हैं। अध्ययन के लिए आदिकाल से लेकर आधुनिक युग के छठे दशक तक की कालावधि दृष्टि में रखी जाए। ग्रंथ के प्रारम्भ में हिन्दी भाषा और साहित्य के इतिहास से सम्बन्ध एक परिचयात्मक भूमिका हो, जिसमें हिन्दी साहित्य के इतिहास के अध्ययन की विशेषताओ के साथ-साथ उसके सामाजिक, सांस्कृतिक और राष्ट्रीय महत्त्व का निरूपण किया जाय।

ग्रंथ १२० पृष्ठों की (भूमिका के अतिरिक्त) २२-३२ (१/१६) के आकार की हो।

व्याकरण एवं रचना :—

१—शब्दों का बर्गीकरण :—

(क) शब्द की परिभाषा

(ख) शब्द भेद—तत्सम्, तद्भव, देशज, विदेशज।

(ग) प्रयोग, रूपान्तर एवं शब्दार्थ के अनुसार शब्दो का बर्गीकरण :— संज्ञा और उसके भेद, संज्ञाओं के प्रयोग, सर्बनाम और उसके भेद, क्रिया और उसके भेद, बिशेषण और उसके भेद, क्रियाविशेषण और उसके भेद, सम्बन्धसूचक और उसके भेद, समुच्चयवाचक और उसके भेद, विस्मयादिबोधक और उसके भेद।

२—शब्दों के रूप :—

उपसर्ग : हिन्दी और संस्कृत—परिभाषा और भेद

प्रत्यय : कृदन्त और तद्धित—परिभाषा और भेद

३—संधि—स्वर, व्यंजन और विसर्ग संधियाँ।

४—समास—परिभाषा, भेद और विग्रह।

५—कारक—भेद और प्रयोग।

६—लिंग—भेद और निर्णय।

७—बाक्य—वाक्य-रचना, बाक्य-विग्रह और वाक्य-परिवर्तन। सरलबाक्य, मिश्र बाक्य और संयुक्त वाक्यों का विग्रह और परिवर्तन।

८—वाच्य—कर्तृवाच्य, कर्मवाच्य, विधि वाच्य एवं निषेध वाच्य, और परिवर्तन ।

९—मुहावरे और कहावतें, पर्यायवाची शब्द. विपरीतार्थक शब्द, समोच्चरित शब्द । व्याकरण का अध्ययन रचनात्मक पक्षों से संबलित हो, जिससे छात्रों में व्याकरणिक तत्वों के व्यावहारिक ज्ञान की अभिवृद्धि हो तथा उन्हें शुद्ध, चलित तथा व्याकरणसम्मत भाषा-लेखन का अभ्यास हो सके । इन सवके लिए एक ग्रंथ अपेक्षित है । ग्रंथ में उपयुक्त निर्दिष्ट विषयों के अतिरिक्त अध्ययनगत उपयोगिता की दृष्टि से अन्य विषय भी समाविष्ट किए जा सकते हैं । ग्रंथ में उचित अनुशीलनी और भूमिका का होना आवश्यक हैं ।

अनुषंगिक अध्ययन :—

इस के लिए एक विशिष्ट पुस्तक निर्धारित होगी, जिसमें लब्धप्रतिष्ट कहानीकारों की ५-६ कहानियाँ और नाटककारों के ३-४ एकांकी संकलित होंगे । इस की प्रस्तुति सहायक अध्ययन एवं द्रुत पाठ्य-ग्रंथ की विशेषताओं कों दृष्टिगत रखकर की जानी चाहिये । विद्यार्थियों में शैक्षणिक और साहित्यिक स्तर पर साहित्यिक जागरूकता और संवेदनशीलता उद्‌बुद्ध करने में यह ग्रंथ सहायक हो ।

ग्रंथ का मुद्रण २२—३२ (१/१६) आकार में १२ पाइका टाइप में किया जाना चाहिए ।

हिन्दी—प्रथम भाषा

निर्धारित ग्रंथ एवं अध्येतव्य पाठ

नवम और दशम श्रेणी

१९७६ को माध्यमिक परीक्षाओ के लिए निम्नोक्त ग्रन्थ पाठ्य-क्रम में निर्धारित हैं :

प्रथम पत्र :

(i) काव्य-भारती—(राष्ट्रीय शैक्षणिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली, द्वारा प्रकाशित)।

अध्येतव्य पाठ :

— कक्षा नवम् —

१—झाँसी की रानी की समाधि	:	सुभद्रा कुमारी चौहान
२—रोटी और स्वाधीनता	:	रामधारी सिंह 'दिनकर'
३—बाललीला के पद	:	सूरदास
४—कृष्ण-भक्ति और ब्रज-प्रेम	:	रसखान
५—मीरा-पदावली	:	मीरा
६— आः धरती कितना देती है	:	सुमित्रानन्दन पन्त
७—नीति के दोहे	:	रहीम

— कक्षा दशम् —

१—ब्रज की सन्ध्या	:	हरिऔध
२—हमारा प्यारा भारतवर्ष	:	जयशंकर प्रसाद
३—सरस्वती वन्दना	:	सूर्यकान्त त्रिपाठी 'निराला'
४—भक्ति के दोहे	:	कबीर
५—भक्ति-निबेदन	:	तुलसीदास
६—क्या पूजा क्या अर्चन रे	:	महादेवी
७—मैंने आहुति बनकर देखा	:	अज्ञेय
८—कैकेयी का अनुताप	:	मैथिलीशरण गुप्त
९—धनानन्द-वीथी	:	धनानन्द

(ii) निवन्ध, भाव-विस्तार, सार लेखन, छन्द और अलंकार।

द्वितीय पत्र :—

(i) गद्य-भारती—(राष्ट्रीय शैक्षणिक अनुसंधान और प्रशिक्षण परिषद नई दिल्ली, द्वारा प्रकाशित)

अध्येतव्य पाठ :—

— कक्षा नवम् —

१—मेरी जीवन-गाथा	:	महावीरप्रसाद द्विवेदी
२—बूढ़ी काकी	:	प्रेमचंद
३—स्मृति	:	श्रीराम शर्मा
४—सोना	:	महादेवी वर्मा
५—बहता पानी निर्मला	:	स० ही० वा० 'अज्ञेय'
६—गुरुदेव रवीन्द्रनाथ टैगोर	:	हरिभाऊ उपाध्यय
७—नींव की ईंट	:	रामवृक्ष बेनीपुरी
८—दक्षिण गंगा गोदावरी	:	काका कालेलकर

— कक्षा दशम् —

१—मैं मजदूर हूँ	:	भगवतशरण उपाध्याय
२—भारत की सांस्कृतिक एकता	:	गुलाब राय
३—बल-बहादुरी	:	कन्हैयालाल मिश्र 'प्रभाकर'
४—सीमा-रेखा	:	विष्णु प्रभाकर
५—जीवन और शिक्षण	:	विनोवा भावे

६—ब्रह्मपुत्र की मोर्चेबंदी	:	धर्मवीर भारती
७—फतहपूर सीकरी	:	रघुवीर सिंह
८—ममता	:	जयशंकर प्रसाद
९—रूपहला धुआँ	:	विद्यानिवास मिश्र

(ii) हिन्दी साहित्य का इतिहास ।

(iii) व्याकरण और रचना

अनुषंगिक अध्ययन : Supplimentary Readers

Only one of these three books is to be read :—

1. SAMAYA DARPAN .. by Krishna Chandra Published by New Bharat Publishing Co., Calcutta.

[For Madhyamik Pariksha, 1976 onwards]

2. KATHA RUPAKA .. Dr. R. S. Pandey Published by Bharati Pustak Mandir, Calcutta.

[For Madhyamik Pariksha, 1977 onwards]

3. KATHA EKANKI .. by Dr. K. B. Mishra and Sri Chandra Deb Singh published by Kashyap Prokashan, Calcutta.

[For Madhyamik Pariksha, 1977 onwards]

4. NEPALI FIRST LANGUAGE

CLASSES VI, VII and VIII

The prose lessons of the Text-books and Readers for Classes VI to VIII may be on the following topics :—

(1) Patriotism, India's fight for freedom, Indian Culture and Civilization.

(2) Geographical, Historical, Economic and Scientific articles.

(3) Biographical articles.

(4) Description of travels and voyages.

(5) Short stories.

(6) Stories about discoveries and expeditions.

(7) Classical Stories from Puranas, Jatakas, etc.

(8) Descriptive and reflective articles.

(9) Articles on subjects relating to Foreign Countries.

(10) Selection from Standard Drama.

The articles will be written in chaste idiomatic and standard Nepali and should be properly graded for different classes.

CLASS VI

Distribution of marks

One Paper—100 marks (written 90; oral 10)

(1) Text book		
(a) Prose	.. .. ..	20
(b) Poetry	.. .. ..	20
(2) Grammar	.. .. ..	20
(3) Letter-writing and Paragraph-writing	..	15
(4) Supplementary Reader	.. ..	15
(5) Oral	.. .. ..	10
		100

Text book :—

40 pages should be devoted to prose pieces and 20 pages to poems. It is desirable that there should be 10 prose pieces and 10 pieces of poetry. The page-limit may be exceeded by 8 pages for exercises and pictures. Size of a text-book—22″×32″ (1/16) Pica type.

Grammar

नेपाली व्याकरण—वाङ्मय र रचना

Class VI—वर्ण-विभाग, स्वर र व्यञ्जन, वर्णबाट शब्द ।

शब्द-विभाग, स्वर-सन्धि, संज्ञा, सर्व्वनाम, विशेषण, क्रिया, अव्यय,

संज्ञाको लिंग—पुलिंग, स्त्रीलिंग, नपुंसक-र सामान्य लिंग,

संज्ञाको वचन—एक, अनेक, एकलहि अनेक वनाउने विधि,

विशेषणको भेद, विशेषणमा लिंग भेद,

(क्रिया, क्रियाको भेद, सकर्मक, अकर्मक, क्रियाका तीन मुख्य काल—वर्तमान,
भूत, भविष्यत क्रियाका लिंग भेद
कारक र विभक्ति, कारकको प्रयोग,
सरल वाक्य र त्यसको रचना ।

There should be a book on Grammar and Composition. The book should be replete with examples, exercises and illustrations. Page limit—not more than 100 pages 22″×32″ (1/16), Pica Type.

There should also be a Supplementary Reader.

Page-limit—64 pages—22″×32″(1/16), Pica type.

If necessary, the page-limit may be exceeded by 8 pages for pictures, etc.

Oral lessons should consist of recitation, reading from prose and verse, questions and answers relating to children's environment and experience.

CLASS VII

Distribution of marks

One Paper—100 marks (written 90; Oral—10)

(1) Text Book—	
(a) Prose	20
(b) Poetry	20
(2) Grammar	20
(3) Essay and Letter-writing or Story-writing	20(12+8)
(4) Supplementary Reader	10
(5) Oral	10
	100

Grammar

सन्धि—व्यञ्जन सन्धि

संज्ञाको भेद, लिंग परिवर्त्तन-नियम

कारकको भेद, सर्वनामको भेद, क्रियाको रूप र काल,

वर्त्तमान, भूत र भविष्यत काल का भेद

क्रियाको भेद,

प्रत्यय र अव्यय

विराम—चिह्नहरूको परिचय

चिठी लेखने विधि

मिश्रित वाक्य—मिश्रित-वाक्य रचना,

न, ण, स, श, ष प्रयोग—कहाँ र किन ?

There should be a book on Grammar replete with exercises and illustrations—Page limit—not more than 100 pages 22″×32″ (1/16), Small Pica type.

Text Book

Prose—50 pages, Verse—30 pages. Total 80 pages. The page-limit may be exceeded by 8 pages for exercises and pictures.

Size—22″×32″ (1/16) Small Pica.

Supplementary Reader: (Prose or Verse)

Size—22″×32″ (1/16) Small Pica.
Page-limit for Prose—80 pages
Page-limit for Verse—60 pages.
(Either a Prose or a Verse book should be prescribed).

Oral lessons should consist of recitation, reading from prose and verse pieces, discussion on different topics, questions and answers relating to children's environment and experience.

CLASS VIII

One Paper—100 marks (written 90; Oral 10)

Distribution of marks

(1) Text book—	
(a) Prose	20
(b) Poetry	20
(2) Grammar	20
(3) Eassay and Letter-writing or Story-writing	20(12+8)
(4) Supplementary Reader	10
(5) Oral	10
	100

Text book :

Prose—65 pages; Verse—35 pages; Total—100 pages. The page-limit may be exceeded by 8 pages for exercises and pictures.

Size—22″×32″ (1/16) Small Pica.

Supplementary Reader (Prose or Verse)

Size—22″×32″ (1/16) Small Pica
Page-limit for Prose—100 pages.
Page-limit for Verse—70 pages.
(Either a Prose or a Verse book should be prescribed).

Grammar :

विमर्ग सन्धि,
समास (नेपाली शब्द र उदाहरणहरूपा विशेश जोड़ दितर)
वाच्य—वाच्य-भेद
शब्द—अव्यय, वाक्य अव्यय
वाक्यको भेद (सरल, मिश्रित र संश्लिष्ट)

संश्लिष्ट वाक्य रचना
उखान (चलतीका तीसवटा जति)
विराम चिह्नको प्रयोग
लघुकरण (भाव संक्षेप)
क्रिया विशेषण
प्रत्यय र अव्यय-प्रयोगमा
न, ण, स, श, ष प्रयोग—कहाँ र किन ?

There should be a book on Grammar replete with examples, exercises and illustrations.

Page-limit—not more than 100 pages.
Size—22″×32″ (1/16), Small pica.
There may be a book on Composition for Classes VII & VIII.
Page-limit—not more than 200 pages.
Size—22″×32″ (1/16), Small pica type.

CLASSES IX & X

A. Distribution of marks for Regular Candidates

Full marks (80+80+40)=200

I. First Paper

	Marks
Verse	40
Essay	20
Translation from English to Nepali ..	10
Expansion/Substance writing	10
	80

II. Second Paper

Prose	45
Textual Grammar	10
Grammar	25
	80

III. Oral

Text & Supplementary Readers		20
(Text	5	
Supplementary Readers	15)	
Recitation Conversation etc.		20
		40

B. Distribution of marks for External Candidates

Paper I

	Marks
Verse	60
Essays	20
Translation from English to Nepali	10
Expansion/Substance writing	10
	100

Paper II

Prose	60
Textual Grammar	15
Grammar	25
	100

Text Book :

Nepali Patha Samgraha (New-Edition—Book I, 1972) published by the West Bengal Board of Secondary Education.

Pieces of study :

CLASS IX

Prose

	Pieces	Author
1.	Sipahi	.. Bisweswar Prosad Kohrala
2.	Sojha	.. Hridoy Chandra Singha Prodhan.
3.	Mr. H. B. Byasnet	.. Rupnarayan Sinha
4.	Panrha Kazi	.. Mahanand Pouddyal
5.	Kohla	.. K. D. Prodhan

Poems

1.	Garib	.. Laxi Prosad Debkota
2.	Ke Tyasko Kavita Lekhun	.. Balkrishna Som
3.	Sukh—Duhkh	.. Gopal Singha Nepali
4.	Bhakta Mala	.. Bhanu Bhakt Acharyya
5.	Utsurg	.. Lakhi Debi Sundas
6.	Geet	.. Prem Rajeswari Thapa
7.	Mateko Manchheko Bhasan	.. Bairagi Kainla

CLASS X

Prose

	Pieces	Author
1.	Paral Ko Ago	.. Guraprosad Mainali
2.	Chamu Thapa	.. Bhimnidhi Tiwari
3.	Sanskriti : Desh-Kal Ko Sachettama	.. Indra Bahadur Rai
4.	Bir Gati Ko Dhoko	.. Ramkrishna Sharma
5.	Bhanu Bhakt Ko Chhanda Chunai	.. Bhai Chand Prodhan

Poems

1.	Bhanu Astaey Pachhi	.. Lekh Nath Pouddyal
2.	Bhanu Bhakta Prati	.. Siddhi Charan Shrestha
3.	Manish Rohrahechh	.. Madhav Prosad Dhimire
4.	Arji	.. Dharani Dhar Kohrala
5.	Jiwan Geet	.. Agam Shinha Giri
6.	Timi Ujyalo Parkhi Rahu	.. Tulshi Bahadur Chhetri
7.	Camp Uttho	.. Hari Prosad "Gorkha" Rai

Supplementary Readers for Classes IX & X

Prose.

Katha Kusum (Edited by Sri S. B. Gawali) published by Nepali Sahitya Sammelan, Darjeeling.

(Except the pieces, Paral Ko Aago and Fukayko Bandhan).

Verse :

Muna Madan by Laskmi Prosad Devkote (published by Sajha Prakasam).

and

Naivadya by Dharani Dhar Sarma (following pieces only) :—

(1) Bhanu Prati
(2) Sahitya Sudha
(3) Kodanunaya
(4) Bidyabhyas Ko Proyojanoe
(5) Udboodhan
(6) Kahali
(7) Natya Barband Bhayo
(8) Hosh Garaun

Grammar and Composition (for Class IX in 1974 and Class X in 1975

Grammar :

कक्षा सात र आठमा पढ़िएका विषयहरू सहित निम्न विषयहरू कथा-रचना
छन्द-शास्त्र (मात्रिक र वार्णिक)
लघु र दीर्घ वर्ण, गणहरू, मालिनी, तोटक, मन्दाक्रान्ता, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजाति वसन्त तिलका, स्रग्धरा, शार्दुलविक्रीडित, अनुष्टुप, शिखरिणी र झयाउरे छन्द (उदाहरणहरू विशेष भानुभक्तीय रामायणमा आधारित)
अलङ्कार—अनुप्रास, श्लेष, उपमा, यमक, व्याजोक्ति व्याजस्तुति अतिशयोक्ति ।
आगन्तुक शब्द (तत्सम र तद्भव)

(i) संस्कृतबाट (ii) फारसीबाट (iii) अंग्रेजीबाट (iv) हिन्दीबाट (v) नेवारीबाट (vi) पुर्तगालीबाट (vii) बंगालीबाट (viii) तिब्बतीबाट र नेपाली विभिन्न बोलीहरूबाट ।

नेपाली वङ्मय—

बाल्य गीत, निनीनानी गीत (नानी फुल्याउने गीत) गाउँखाने कथा, शिशु-शब्द, उखान, टुक्का र वाक्यांश, ममता, घृणा, समूह र शैशव बुझाउने शब्द ।

Grammar :

A combined book for Classes IX & X.
Page-limit—between 120 and 150 pages.
Size—22″×32″ (1/16), Small pica type.

Composition :

A combined book for Classes IX & X.
Page-limit—not exceeding 200 pages.
(Size—22″×32″ (1/16) Small pica type).

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(5) URDU (FIRST LANGUAGES)

CLASS VI

Distribution of marks

1.	Text (Prose)	20
2.	Text (Poetry)	20
3.	Grammar	20
4.	Letter-writing	15
5.	Supplementary Reader	15
6.	Oral	10
		100

Following books are recommended—

(a) Text-book—Gulzar-i-Urdu, Part IV—Syed Husain Ali
(b) Grammar—Jameul Qawaid—Syed Ahmed.
(c) Letter-writing—Rahnuma-i-Khat-o-Kitabat (Anwar Book Depot., Calcutta).
(d) Supplementary Reader—Shabistan-Adab—Wasi Ahmed.

CLASS VII

Distribution of marks

1.	Text (Prose)	20
2.	Text (Poetry)	20
3.	Grammar	20
4.	Essay	20
5.	Supplementary Reader	10
6.	Oral	10
		100

Following books are recommended :—

(a) Text-book—Shame Urdu—Part II (Indian Press, Allahabad).
(b) Grammar—Jameul Qawaid—Syed Ahmed.
(c) Essay—Naye Mazamin, Part I—M. Rahman.
(d) Supplementary Reader—Khulafa-i-Arba—Abdul Hayee —(Jamia Millia, New Delhi).

CLASS VIII

Distribution of marks

1.	Text (Prose)	20
2.	Text (Poetry)	20
3.	Grammar	20
4.	Essay	20
5.	Supplementary Reader	10
6.	Oral	10
		100

Following books are recommended :—

(a) Text-book—Shame Urdu—Part III (Indian Press, Allahabad).
(b) Grammar—Jameul Qawaid—Syed Ahmed.
(c) Essay— (i) Saliqa-i-Tahrir (M/s. Bashir Hasan & Sons, Calcutta).
(ii) Jadid Urdu Composition by Tahir & Kausar.
(d) Supplementary Reader—Insan ki Kahani—Md. Khalil Abbas Siddiqui (Society Book Place, 77, Colootola tStreet, Calcutta-1).

CLASSES IX & X

A. Distribution of Marks for Regular Candidates

PAPER I (80 marks)

Poetry Text	40 marks
Essay	20 marks
Translation from English to Urdu ..	10 marks
Amplification/Precis	10 marks
	80 marks

PAPER II (80 marks)

Prose Text	45 marks
Textual Grammar	10 marks
Grammar	25 marks
	80 marks

ORAL TEST (40 marks)

On Text and Supplementary Readers (Text 5, Supplementary Reader 15) ..	20 marks
On Recitation, Conversation etc. ..	20 marks
	40 marks

B. Distribution of Marks for External Candidates

PAPER I (100 marks)

Poetry Text	60 marks
Essay	20 marks
Translation from English to Urdu ..	10 marks
Amplification/Precis	10 marks
	100 marks

PAPER II (100 marks)

Prose Text	60 marks
Textual Grammar	15 marks
Grammar	25 marks
	100 marks

(a) **Text-book**—Urdu Selections—Published by the West Bengal Board of Secondary Education (New Edition 1976). The following pieces are to be read :—

CLASS IX

Prose

	Pages
1. Ruqqat-i-Ghalib	1—10
2. Maqalat-i-Sir Syed	11—17
3. Darbar-i-Akbari	26—34
4. Benatun Naash	49—74
5. Biographical notes	115—133

Poetry

	Pages
1. Waqif Bihari	140—146
2. Qamar Siddiqi	Ghazal No. 1, 2, 3, 4, 5
3. Jamil Mazhari	,, ,, 2, 4, 6
4. A. A. K. Bekhud	,, ,, 1, 3, 5, 7, 14.
5. Parvez Shahidi	,, ,, 2, 5, 6, 8, 9.
6. Brographical notes	197—206

CLASS X

Prose

		Pages
1.	Ain-i-Ibrat	Whole
2.	Kashiful Haqaiq	,,
3.	Makatib-i-Wahshat	,,
4.	Duniyan ki Dilchaspiyan ..	,,
5.	Yadgari-i-Hali	,,
6.	Biographical notes	341—352

Poetry

		Pages
1.	Mir Taqi Mir	Ghazal No. 1, 2, 3, 4, 5
2.	Ibrahim Zauq	,, ,, 1, 2, 5, 9, 13.
3.	Akbar Allahabadi	410—419 (up-to the end of Nasihat-i-Akhlaqi).
4.	Fazlul Haque Azad ..	Whole
5.	Dr. Iqbal	Whole (excepting the three poems noted)*

*(1) Insan aur Bazm-i-Qudrat (2) Ishrat-i-Imroz and (3) Jalwa-i-Husn.

6.	Chakbast	Whole
7.	Biographical notes	457—470

(b) **Supplementary Readers**

Books recommended :—

Prose

(i) Rahmat-i-Alam—Syed Sulaiman Nadvi (Published by Anwar Book Depot., Calcutta).

(ii) Mirat-ul-Urus—Dr. Nazir Ahmed.

Poetry

(i) Musaddas-i-Hali—Maulana Hali (First 100 stanzas for Class IX).

(ii) Musaddas-i-Hali—Maulana Hali (2nd 100 stanzas for Class X).

(c) Grammar and Composition for Classes IX & X.

Books recommended :—

(1) Urdu Grammar and Composition—Azaz Afzal

(2) Urdu Muhavaray—Fakhruddin Siddiqi.

(Syntax, Parsing and Analysis. Also a thorough revision of the whole of Grammar learnt in Classes VI to VIII).

OTHER FIRST LANGUAGES

(Assamese, Gujarati, Malayalam, Marathi, Modern Tibetan, Oriya, Punjabi (Gurumukhi), Santali, Tamil, Telugu, Lushai and Sadani).

CLASSES VI to VIII

Distribution of marks—100 (Written-90; Oral 10)

CLASS VI

(1) Text Prose	20
Poetry	20
(2) Grammar	20
(3) Letter-writing and Paragraph-writing	15
(4) Supplementary Reader (Prose or Poetry)	15
(5) Oral	10
	100

CLASSES VII and VIII

(1) Text : Prose	20	
Poetry	20	
(2) Grammar	20	
(3) Essay-writing, Letter-writing or Story-writing	20	(12+8)
(4) Supplementary Reader (Prose or Poetry)	10	
(5) Oral	10	
	100	

In the above First Languages, schools may select a graded series of readers for detailed and non-detailed study in the different classes. A suitable book on grammar should also be recommended to students.

The standard should be the same as for other First Languages. It should be remembered that the First Language is generally the mother tongue of the child and the language it uses most.

CLASSES IX & X

A. Distribution of marks for Regular Candidates

Paper I (80 marks)

Poetry Text	40
Essay-writing	20
Translation from English to the respective first language	10
Expansion and Substance writing	10
	80

Paper II (80 marks)

Prose Test	45
Textual Grammar	10
Grammar	25
	80

Oral Test (40 marks)

(i) Text and Supplementary Readers ..	20
(Text 5	
Supplementary Readers 15)	
(ii) Recitation, Conversation etc. ..	20
	40

[**N.B.** Where Supplementary Readers are not prescribed, marks for (i) will be on Text only].

B. Distribution of marks for External Candidates

Paper I (100 marks)

Poetry Text	60
Essay writing	20
Translation from English to the respective first language	10
Expansion and Substance writing ..	10
	100

Paper II (100 marks)

Prose Text	60
Textual Grammar	15
Grammar	25
	100

Text-books in the above mentioned First Languages for Classes University, Assam, for its Matriculation Examination, 1965 shall be follows :—

(6) ASSAMESE

The following books in Assamese prescribed by Gauhati University, Assam, for its Matriculation Examination, 1976 shall be used :—

(i) Matriculation Assamese Prose Selections, published by Gauhati University. (May be had from Messrs. Kitapghar, Panbazar, P.O. Gauhati).

(ii) Matriculation Assamese Poetical Selections, published by Gauhati University. (May be had from Messrs. Sahitya Prakash, Tribune Building, P.O. Gauhati).

(7) MALAYALAM

Detailed texts in Malayalam (Prose and Poetry), Parts I and II. prescribed by Madras University for the S. S. L. C. Public Examination, 1963 (To be had from the Registrar, Madras University).

(8) MARATHI

Selections in Marathi (Higher Level) published by the Maharastra S. S. C. Examination Board, Poona and prescribed for

the S. S. C. Examination for the years 1964-65. (To be had from Poona A. V. Griha Publication, 1786, Sadashiv Peth, Poona-2).

(9) GUJARATI

Madhyamik Pariksha—1976

Selections in Gujarati (Higher Level), 1972 Edition, the Text Book of the Maharashtra Board of Secondary Education for their S. S. C. Examination.

Madhyamik Pariksha—1977

Text-books : "Gujarati Gadya Padya Samgraha" (1972-74-76) published by Niti Prakashan, Khadia, opposite Mission Diary, Ahmedabad-1, prescribed by Gujarat S. S. C. Examination Board.

Prescribed pieces for Classes IX and X

POETRY

Pieces :	**Author :**
1) Santo Ame Re Vevaria	.. Narsinha Mehta
2) Nahi Re Visaru Hari	.. Mira Bai
3) Chhappa	.. Akho
4) Sudama Dwarikaman	.. Premanand
5) Asthir Yauvan	.. Shamal
6) Sant Samajam Je Jan Karashe	.. Pritam
7) Tyag Na Take Re Vairagya Vina	.. Nishkulanand
8) Mohanman Mohini	.. Dayaram

9) Dekhade-khi Na Karava Vishe	.. Dalpatram
10) Alignan	.. Kant
11) Shikarine	.. Kalapi
12) Parthane Kaho Chadave Bari	.. Nanalal
13) 'Sukh-Dukh'	.. B. K. Thakor
14) Bhookamp	.. Mansukhlal Javeri
15) Sadgat Molabhaine	.. Umashanker Joshi
16) Ghar Bhani	.. Rajendra Shah
17) Kalakothi	.. Niranjan Bhagat
18) Parakammavasi	.. Balmukund Dave
19) Valavi Ba, Avya	.. Ushanas
20) Talav Bhani	.. Priyakant Mania

PROSE

Pieces :	**Author :**
1) Tika Karvani rit	.. Narmad
2) Mahetajino Dhandho	.. Navalram
3) Aratrik athava arati	.. Govardhan Ram Tripathi
4) Anubhav	.. M. N. Trivedi
5) Kalyankamano Atithi	.. Ramanbhai Nilkanth
6) Atithidevo bhav	.. Dhumketu
7) Khemi	.. R. V. Pathak
8) Marata Mukhma Pratignanu Pani	.. Zaverchand Meghani
9) Soyanu naku	.. Jayanti Dalal
10) Ba	.. Gulab Das Broker
11) Arjun—Adarsh ne Vastaviktano Suyog	.. Iswer Petlikar
12) Gher Bethe Ganga	.. Chunilal Madiya
13) Vaishakh Sud Agiyaras	.. Suresh Joshi

14) Hiro-Khut .. Jayant Khatri
15) Apurva Awasar Avo re .. Narayan Desai
16) Shresthata .. Father Walace

(10) MODERN TIBETAN

"Dri-Med-Kun-Idan-Gyirnam-Thar", published by Asiatic Society of Bengal, 1, Park Street, Calcutta-16.

(11) ORIYA

I. For Madhyamik Pariksha—1976

A. For Detailed study :

Text-books : 'Sahitya Prabesh' and 'Kabita Prabesh', published by the Board of Secondary Education, Orissa.

CLASSES IX & X

Prose

1. Vana Vidyalaya
2. Kouchhanka Guru Dakhina
3. Mora College Jivan
4. Hata Paiti
5. Sapua
6. Gandhijinka Prerana
7. Akasmikata 'O' Abiskar
8. Prachya 'O' Pratichyar Milan
9. Guru Sishya Sambada
10. Madhu Babu

Poetry

1. Bada Deula Tola
2. Kansar Chitau
3. Basanta Agaman
4. Tu Para Bolsu Utkal Santan
5. Rela Upare Chilika Darsau
6. Kalijai
7. Suktimala
8. Sri Ramanka Gangare Nou Yatra
9. Konarka Bhabana
10. Jagate Kebala
11. Kisha Goutami
12. Ujjaini

B. For Non-detailed study :—

(i) The following pieces are to be read from the same books :

Prose

1. Dhulia Baba
2. Dobankara Durgati
3. Biphal Yatrava Saphalata
4. Magunira Sagara
5. Upahara Loda Nahin
6. Langura Narasimha desh

Poetry

1. Dhauli Pahara
2. Sita-Vanavasa
3. Kokila
4. Dahaniya Khara
5. Gandharira Asirvada
6. Chhota Mara Ganti
7. Taralla-vadha
8. Srikrishnamka Gurudaksina
9. Baramasi Koile
10. Upendra Bhanjanka Svapna-darsana
11 Desa-priti
12. Gopabandhu Viyoge

(ii) Supplementary Readers

Galpasri (Latest Edition) by Satya Sundar Misra & others.

The following pieces are to be read—

1. Budha Sankhari
2. Manisha
3. Sua Munhare Patar
4. Gharbahuda
5. Ajat Satru
6. Akash Deep

C. GRAMMAR

1. Oriya Vocabulary
2. Varna and Dhvani
3. Parts of Speech

(a) Noun—Number, Gender, Case and Case endings;
(b) Pronoun
(c) Adjective
(d) Verb
(e) Indeclinables

4. Sentences : Sankochan, Samprasaran, Sansksana, Vishosana, Vakyanti—Karma.
5. Idiomatic uses
6. Kridanta and Tadhita (Oriya and Sanskrit)
7. Samasa
8. Na-tva vidhi
9. Shatava Vidhi
10. Samochcharita Sabdamala

II: For Madhyamik Pariksha—1977

1. Text-books : 'Sahitya Prabesh' and 'Kabita Prabesh', published by the Board of Secondary Education, Orissa, 1974.

A. **Prose** (Detailed study)

Prescribed pieces :

1. Vana Vidyalaya
2. Kouchhanka Guru Dakhina
3. Hata Paiti
4. Madhu Babu
5. Sir Isaac Newton
6. Thailand-re Bharatiya Sabhyata
7. Sariputta
8. Oriyara Jatiyata
9. Vigyanara Mulya
10. Manisha Khia Bagha

B. **Poetry** (Detailed study)

Prescribed pieces :

1. Kansar Chitan
2. Basanta Agaman
3. Tu Para Bolau Utkal Santana
4. Kalijai
5. Suktimala
6. Kisha Goutami
7. Punya Godabari
8. Nadi Prati
9. Sri Krishnanka Janma
10. Lalu Pain Nanabaya Geeta
11. Jugavatara
12. Shua O Devadutta

2. A. **Prose** (Non-detailed study)

Prescribed pieces :

1. Dhulia Baba
2. Magunira Sagada
3. Upahara Loda Nahin
4. Amara Samarthya O Durbalata
5. Bippannar Uddhara
6. Chhinna-Hasta

OR

The selected pieces from Galpasri (latest edition) by Sri Satya Sundar Misra & others already prescribed for Classes IX (1974) and X (1975)

B. **Poetry** (Non-detailed study)

Prescribed pieces :

1. Dhauli Pahara
2. Dahaniya Khara
3. Gandharira Ashirbada
4. Chhota Mora Gaonti
5. Baramasi Koili
6. Ahe Nilagiri
7. Anusarita, Prabho
8. Bhismanka Shara Shajya
9. Barsha
10. Yuddha Jatra
11. Ravanara Chhatrabhanga
12. Rakta Diya

3. Grammar remains unchanged.

(12) PUNJABI (GURUMUKHI)

CLASSES IX & X

TEXT BOOKS :

(a) for **Detailed Study** :

(1) CHONVIN PUNJABI VERTIK ATE KAVITA
(2) PANJ EKANGI ATE KAHANIYAN
(Published by the Punjab School Education Board, Chandigarh for its Matriculation Examination, 1974).

(b) for **Non-detailed Study :**

(1) JIN SACH PALIE HOE—Prof. Gurdial Singh Phull (Published by the Punjab School Education Board Chandigarh for its Matriculation Examination, 1974).

(c) **Grammar and Composition :**

(1) PUNJABI VYAKARAN TE LEKH RACHNA —Kartar Singh.
(Published by the Punjab School Education Board, Chandigarh for its Matriculation Examination, 1974).

(13) TAMIL

I. For **Madhyamik Pariksha—1976**

CLASSES IX & X

Detailed text in Tamil (prose and poetry), Parts I and II, prescribed by Madras University for S. S. L. C. Public Examination, 1970-71. (To be had from the Registrar, Madras University).

II. for **Madhyamik Pariksha—1977**

Text-book : "The Tamil Text-book", published by the University of Madras for its S. S. L. C. Public Examination, 1974.
The entire book is to be read.

(14) TELUGU

Detailed text in Telugu 1971—Edition (whole) published by Sri Venkataswara University, Tirupati, Andhra.

The following topics of Grammar, Rhetoric and Prosody are prescribed in Telugu :—

1. Dhruta pakrutikamulu—Kalalu
2. Andhrabhasha Tatsama—Tadbhava Deshya Gramyamulu.
3. Telugu Sandhulu
4. Sanskruta Sandhulu
5. Samasamulu
6. Tatsama Parischedamulu
7. Karaka Parischedamu
8. Taddhita—Krudantamulu—Some important forms.
9. Avyayamulu
10. Chhandhassu :

The following are to be taught and examples be taken from the prescribed Detailed Text :—

Utpalamala, Champakamala, Shardhulam, Mattebham, Tetageeti, Aataveladi, Seesamu, Kandamu.

11. Alankaramulu :

(a) **Ardhalankaramulu :**

Upama, Utpreksha, Atishayokti, Rupakamu, Drustantamu, Arthantaranyasamu, Kramalankaramu, Sleshalankaramu, Vishamalankaramu.

(b) **Shabdalankaramulu :**

Vrutyanuprasa, Chekanuprasa, Latanuprasa, Yamakamu, Muktapada Grastamu.

For Non-detailed study :

"Vaghira" (1971 Edition), a Text-Books of the Andhra University for their Matriculation Examination, will continue

as the Text-book for Non-Detailed Study in Telugu. (Short-answer-type questions and questions on Composition may be set from this book).

(15) LUSHAI

CLASSES IX & X

(a) PROSE :

(i) Krista Palai—Chapter XXIII-XLI (page 94—242)
(ii) Nundan (the whole book)
(iii) Hamasang Mizo Awmdan : Chapters 1 to 6 (page 1—22)
(iv) Kristian Vanram Kawngzawh: Chapter 1—18 (page 1—92)

(b) POETRY :

The following pieces from LIRLATPUTTU : HLA THLAN KHAWM are to be read :

(i) Engkimkan hmuhte hian
(ii) He khawvel hriat ngai loh muanna
(iii) Thil mak chhui sen loh
(iv) Krista ngaihtuah buk tawnna
(v) Chatuan Lungpui
(vi) Huana Isua rum
(vii) Ka tisa chak awmkhauhzia hi
(viii) Khawvelah pathianin
(ix) Tufinriat ang khawngaihna he
(x) Chawlhni lalpa, kunin ngai la.
(xi) Enna nunnem
(xii) Malsawm tinreng hnar
(xiii) Ka pa, van in ate hlaan
(xiv) Chung turni a liam a
(xv) Vawiin chuan ram tuan
(xvi) Kumsul vei khua thalin khua

(xvii) Kan tlang, kan ram a hring a mawi
(xviii) Ka wlatuk chhuakin a rawn zir
(xix) Lawl khawlai vawng Dauorpui
(xx) Hmanah pi pu tawna leng tawh hnu.

Book of Grammar recommended for Classes IX & X :
Frederick J. Sardy—The Elements of Lushai Grammar.

(16) SANTALI

(1) Hor Kahiniko (Benagaria Mission Press, Santhal Parganas).
(2) Kathamala (Aesop's Fables in Santali : Benagaria Mission Press).
(3) Pahil Mose Puthi (Genesis) and Mark Olak Boge Hokigat (St. Mark, from Santali version of the Bible).

(17) SADANI

Syllabus in Sadani will be notified later on.

A suitable book on Grammar and Composition conforming to the standard should also be recommended to students in the above First Languages, if not mentioned otherwise.

CHAPTER III

SECOND LANGUAGE

OBJECTIVES OF TEACHING A SECOND LANGUAGE

The main objectives of the study of Second Language :

(1) To enable pupils to attain working knowledge of the language from utilitarian point of view.

(2) To develop their capacity to express themselves in the language freely, correctly and with proper pronunciation in talks or conversation on ordinary topics.

(3) To enable pupils to express their ideas of non-technical nature in simple correct language.

(4) To generate in pupils a love of the language and a desire to cultivate it at leisure for pleasure and profit.

(I) ENGLISH (SECOND LANGUAGE)

The main object should be to develop the student's language sense and linguistic skill and his ability to understand, speak. read and write general English. With that end in view, English as a Second Language, should be taught as an auxiliary Language to maintain communicative skill with other parts of India and outside. At the end of the Secondary course, a student ordinarily should have the ability to understand properly English in its simple and non-technical form and express himself freely in simple English. Those should be regarded as a broad objective of teaching English at the Secondary stage.

CLASSES VI, VII & VIII

Distribution of marks (one Paper—100 marks)

1.	Prose Text	20
2.	Poetry Text	10
3.	Grammar	25
4.	Free Translation from First language to English	15
5.	Composition : Comprehension, paragraph-writing, Summary ..	20
6.	Oral test for judging the pupils ability in English Conversation ..	10
		100

CLASS VI

1. Text-book : Parijat Readers, Book I (Latest edition, published by West Bengal Board of Secondary Education)
2. Grammar & Composition :

Application of Basic rules of English Grammar and Grammatical practices as outlined below :

I. (i) Parts of Speech (but without sub-classification)—nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections and the articles.
(ii) Number
(iii) Gender
(iv) Simple tenses—present, past and future
(v) Division of simple sentences into subject, predicate and object.

II. (i) Sub-classification of nouns
(ii) Nominative, Objective, and Possessive cases of nouns

(iii) Verbs—transitive and intransitive
(iv) Use of capital letters;
(v) Use of the stop, quotation mark and interrogation mark.

A book on English Grammar, Composition and Translation combined (Anglo-Bengali, Anglo-Hindi etc.) should be used. Page limit—96. Size—Double Demy (1/16). Type Pica.

CLASS VII

1. Text-book : Parijat Readers, Book III (Latest edition, published by West Bengal Board of Secondary Education).

2. Grammar & Composition :

I. (i) Pronouns—person, Number and Cases;
(ii) Adjectives and Adverbs—comparision;
(iii) Verbs—(a) Simple Conjugation; (b) Voice; (c) Perfect and Continuous tenses, (d) Auxiliary verbs—to be, to have, to do, can, may, should, could, ought; (e) Mood—Indicative and Infinitive.

II. (i) Analysis of Simple Sentence—subject, predicate, object, adjuncts to subject and complementary objects.
(ii) Punctuation.

A book on English Grammar, Compostion and Translation combined (Anglo-Bengali, Anglo-Hindi etc.) should be used. Page limit—128; Size—Double Demy (1/16), Small Pica Type.

CLASS VIII

1. There should be a text book of English Prose and Poetry with suitable illustrations, containing about 125 pages (Double Demy

—12 pt. type). The poems with exercises should be of about 20 pages.

The reading matter should contain subjects dealing with scientific fiction, stories, legends, adventures, discoveries, biographies (Indian patriots) and travels.

Poems should contain subjects dealing with descriptions of nature, stories, humorous verses, lyrics, patriotic verses etc. The Reader should be written in simple, present-day English.

A total list of words used in the text may be displayed at the end of the book.

At the end of each lesson there should be exercises set on Grammar and Composition including comprehension test.

The Board is going to publish a Text-book in English Second Language for Class VIII. The year from which the said Text-book is to be introduced will be notified later on.

2. Grammar and Composition

I. (i) Nouns and pronouns—direct, indirect and retained objects;

(ii) Verbs—(a) Mood—Indicative, subjunctive, imperative, infinitive;

(b) Defective verbs;

(c) Auxiliary verbs;

(d) Participles.

II. (i) Analysis—(a) Complex and Compound sentences;

(b) Clause Analysis—Nouns, Adjectival and Adverbial clauses;

(ii) Narration—direct and indirect speech of simple kind;

(iii) Transformation of complex and compound sentences—uses of conjunctions.

A text-book on English Grammar, Composition and Translation combined (Anglo-Bengali, Anglo-Hindi etc.) should be used. Page limit—160. Size—Double Demy (1/16). Type—Small Pica.

CLASSES IX & X

One Paper—100 marks

1. Prose Selection 25
2. Poetry Selection 15

[There should be 20 pages of reading material in Prose in Class IX and 40 pages in Class X. Students are expected to read 150 lines of verses in each of the two classes. Short questions should be set to test the pupils' general understanding of the meaning of the pieces prescribed. Questions on explanation, critical appreciation or historical background should be avoided.]

3. Grammar 15
   Use of Prepositions, use of Articles, Punctuation, Transformation of sentences, Change of voice and Mode of narration, Group verbs, Idioms.
4. Translation 15
   (Rendering of simple narrative passage from mother tongue into English).
5. Composition 30
   (Summary, Comprehension, Letter writing, Paragraph writing).

A text-book on English Grammar, Composition (Grammar and Composition in English. Equivalents in recognised regional languages

of phrases in Chapters on Idioms and Phrases, Group Verbs and Appropriate Prepositions may, however, be allowed in good text-books only) and Translation, Combined for Classes IX and X, should be used. Page limit—240. Size—Double Demy (1/16). Type—Small pica.

MADHYAMIK PARIKSHA—1976 and 1977

Text-books : Selections from English Prose and Selections from English Verse (both latest editions), published by the West Bengal Board of Secondary Education.

Pieces prescribed for Classes IX & X

PROSE

1.	The Parable of the Prodigal Son	.. St. Luke
1.	The Judgement-Seat of Vikramaditya	.. Sister Nivedita
3.	The Death-Trap	.. H. H. Munro
4.	The Prize Poem	.. P. G. Wodehouse
5.	The Doll's House	.. Katherine Mansfield
6.	Bose Institute	.. Aldous Huxley

VERSE

1.	After Blenheim	.. Robert Southey
2.	The Scholar	.. Robert Southey
3.	The Light of Other Days	.. Thomas Moore
4.	Abu Ben Adhem	.. Leigh Hunt
5.	King Canute	.. William Makepeace Thackeray

6. The Blind Men and the Elephant .. John Godfrey Saxe
7. Boats Sail On The Rivers .. Christina Rossetti
8. Father William .. Lewis Carroll
9. The Lamplighter .. Robert Louis Stevenson
10. I Vow To Thee, My Country .. Sir Cecil Spring-Rice

MADHYAMIK PARIKSHA—1978

Text-book : English Prose and Verse (Selections)—First Edition 1975, published by the West Bengal Board of Secondary Education.

Prescribed pieces

CLASS IX (1976)

PROSE

1. The Parable of the Good Samaritan .. From the New Testament
2. The Selfish Giant .. Oscar Wilde
3. A Daily Drama .. Jerome K. Jerome
4. The Summit .. Edmund Hillary
5. Space Travel .. J. G. Bruton

VERSE

1. We Are Seven .. William Wordsworth
2. Home They Brought Her Warrior Dead .. Lord Tennyson
3. Uphill .. Christina Georgina Rossetti
4. The Rain .. William Henry Davies

5. Stopping By Woods On A Snowy Evening .. Robert Frost
6. Alone .. Walter De La Mare
7. The Song Of The Palanquin Bearers .. Sarojini Naidu

CLASS X (1977)

PROSE

1. Jenner, The Conqueror Of Smallpox .. William & Stella Nida
2. The End Of Fear .. Jawaharlal Nehru
3. Our Heritage—II .. Mulk Raj Anand
4. The Bishop's Candlesticks .. Norman McKinnel

VERSE

1. The Quality of Mercy .. William Shakespeare
2. Joy And Woe Are Woven Fine .. William Blake
3. Breathes There The Man .. Sir Walter Scott
4. Song—To The Men Of England .. Percy Bysshe Shelley
5. Where The Mind Is Without Fear .. Rabindranath Tagore

(2). বাংলা

(দ্বিতীয় ভাষা)

(ষষ্ঠ হইতে দশম শ্রেণী)

উদ্দেশ্য

১। ভিন্নভাষী ছাত্রছাত্রিগণ যেন বাংলা ভাষা শুদ্ধরূপে বলিতে, পড়িতে ও লিখিতে পারে সেইদিকে লক্ষ্য রাখিয়া এই পাঠ্যসূচী প্রণীত হইয়াছে।

২। এই পাঠ্যসূচীর সাহায্যে ছাত্রছাত্রী মাতৃভাষার সঙ্গে বাংলার সাদৃশ্য সম্বন্ধে সচেতন হইয়া উঠিলে জাতীয় সংহতির পক্ষে সহায়ক হইবে।

একটি পত্র : পূর্ণসংখ্যা ১০০

(ষষ্ঠ, সপ্তম ও অষ্টম শ্রেণী)

১। পাঠ্যগ্রন্থ	(ক) গদ্যাংশ	৩০
	(খ) পদ্যাংশ	২০
২। ব্যাকরণ		১৫
৩। পত্ররচনা, অনুচ্ছেদ লিখন ইত্যাদি		১৫
৪। মৌখিক, শ্রুতলিপি, হস্তলিপি সহ		২০
	মোট	১০০

অনুমোদিত পাঠ্যগ্রন্থ :

১। ষষ্ঠ শ্রেণীর জন্য—কিশলয় (১ম) পঃ বঃ শিক্ষা অধিকার
২। সপ্তম " " কিশলয় (২য়) "
৩। অষ্টম " " কিশলয় (৩য়) "

ব্যাকরণ—(ষষ্ঠ, সপ্তম ও অষ্টম শ্রেণী)

পদ পরিচয়, লিঙ্গ, বচন, কারক, বিভক্তি, স্বরসন্ধি ও সহজ ব্যঞ্জন সন্ধি।

মাধ্যমিক পরীক্ষা—১৯৭৬

একটি পত্র ঃ পূর্ণ সংখ্যা—১০০

(নবম ও দশম শ্রেণী)

১।	পাঠ্যগ্রন্থ	(ক) গদ্যাংশ	২৫
		(খ) পদ্যাংশ	২৫
২।	ব্যাকরণ		১৫
৩।	ইংরাজি হইতে বাংলায় অনুবাদ		১০
৪।	রচনা, গল্প, পত্র, কথোপকথন ইত্যাদি		২৫
		মোট	১০০

অনুমোদিত পাঠ্যগ্রন্থ—

পাঠমালিকা (২য় ভাগ) পশ্চিমবঙ্গ মধ্যশিক্ষা পর্ষৎ কর্তৃক প্রকাশিত।

নির্বাচিত অংশ

নবম শ্রেণী

গদ্যাংশ—

১। রামজয় তর্কভূষণ —ঈশ্বরচন্দ্র বিদ্যাসাগর

অথবা

চরণিক —মোহনলাল গঙ্গোপাধ্যায়

২। মাষ্টার মহাশয় —প্রভাতকুমার মুখোপাধ্যায়

৩। পেয়ারা গাছের নীচে —লীলা মজুমদার

পদ্যাংশ—

১। রাবণের প্রতি বিভীষণের উপদেশ —কৃত্তিবাস

২। হে মোর দুর্ভাগা দেশ —রবীন্দ্রনাথ ঠাকুর

৩। পুষ্পজীবন —মোহিতলাল মজুমদার

দশম শ্রেণী

গদ্যাংশ—

১। সেকালের বাজার দর	—সুরেন্দ্রনাথ সেন
২। স্বদেশরক্ষা	—দ্বিজেন্দ্রলাল রায়
৩। কাবুলিওয়ালা	— রবীন্দ্রনাথ ঠাকুর

পদ্যাংশ—

১। বংশগৌরব	—কুমুদরঞ্জন মল্লিক
২। প্রভাত উৎসব	—রবীন্দ্রনাথ ঠাকুর
৩। বর্ষা	—সত্যেন্দ্রনাথ দত্ত

ব্যাকরণ

(নবম ও দশম শ্রেণী)

১। বর্ণমালা—বর্ণের শ্রেণী বিভাগ	
২। পদ পরিচয়	
৩। সন্ধি—স্বর ও ব্যঞ্জন	(পুনরালোচনা)
৪। লিঙ্গ	”
৫। বচন	”
৬। কারক ও বিভক্তি	”
৭। সমাস	”
৮। কৃৎ ও তদ্ধিত প্রত্যয়	
৯। বাক্য	
১০। সাধু ও চলিত ভাষা	

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CHAPTER IV

THIRD LANGUAGE

OBJECTIVES OF TEACHING A THIRD LANGUAGE

(1) To enable pupils to acquire basic preliminary knowledge of the language.

(2) To awaken interest in pupils to compare and contrast fundamental rules and technicalities of the Third Languages with those of the First or Second.

(3) To develop pupils' conception of the fact that languages are but sounds produced and guided by definite rules in their articulate and written forms differing in intonation and script formation.

(4) To develop wider sympathy for and interest in people of different language groups and thus to generate liberality of mind.

THIRD LANGUAGES

Distribution of marks

One Paper—100 marks

(CLASSES VII and VIII)

1.	Text-book : (a) Prose	30
	(b) Poetry	20
2.	Grammar	15
3.	Simple Translation and Composition ..	15
4.	Oral, Dictation & Hand-writing ..	20
		100

[Marks in the third languages for classes VII and VIII are to be distributed in the manner shown above, if not otherwise mentioned in respect of any particular third language.]

(1). বাংলা (তৃতীয় ভাষা)

(সপ্তম হইতে দশম শ্রেণী)

যাহাদের প্রথম অথবা দ্বিতীয় ভাষা বাংলা নহে, তাহাদের বাংলা ভাষার প্রাথমিক জ্ঞান অর্জনে সহায়তা করা এই পাঠ্যসূচীর উদ্দেশ্য।

একটি পত্র পূর্ণ সংখ্যা—১০০

(সপ্তম ও অষ্টম শ্রেণী)

১। পাঠ্যগ্রন্থ	
(ক) গদ্যাংশ	৩০
(খ) পদ্যাংশ	২০
২। ব্যাকরণ	১৫
৩। অনুচ্ছেদ রচনা	১৫
৪। মৌখিক, শ্রুতলিপি, হস্তলিপি	২০
মোট	১০০

অনুমোদিত পাঠ্যগ্রন্থ—

সপ্তম শ্রেণীর জন্য কিশলয় (১ম) পশ্চিমবঙ্গ শিক্ষা অধিকার

অষ্টম " " " (২য়) " " "

ব্যাকরণ (সপ্তম ও অষ্টম শ্রেণী)

পদ পরিচয়, লিঙ্গ, বচন, কারক।

একটি পত্র, পূর্ণ সংখ্যা—১০০

(নবম ও দশম শ্রেণী)

১। পাঠ্যগ্রন্থ	
(ক) গদ্যাংশ	৩০
(খ) পদ্যাংশ	২০
২। ব্যাকরণ	১৫
৩। ইংরাজি হইতে বাংলায় অনুবাদ	১৫
৪। রচনা	২০
মোট	১০০

অনুমোদিত পাঠ্যগ্রন্থ—

পাঠমালিকা (১ম ভাগ) পশ্চিমবঙ্গ মধ্যশিক্ষা পর্ষৎ।

—নির্ব্বাচিত অংশ—

নবম শ্রেণী

গদ্যাংশ—

১। মুনি আর ইঁদুরের গল্প —রাজশেখর বসু
২। সাতভাই চম্পা —দক্ষিণারঞ্জন মিত্র মজুমদার
৩। রামের সুমতি —শরৎচন্দ্র চট্টোপাধ্যায়

পদ্যাংশ—

১। শ্রীরামচন্দ্রের নবমী পূজা —কৃত্তিবাস ওঝা
২। টবের গাছ —কালিদাস রায়
৩। নকল গড় —রবীন্দ্রনাথ ঠাকুর

দশম শ্রেণী

গদ্যাংশ—

১। অপুর পাঠশালা —বিভূতিভূষণ বন্দ্যোপাধ্যায়
২। ছেলেবেলা —রবীন্দ্রনাথ ঠাকুর
৩। শিক্ষক বিদ্যাসাগর —বলাই চাঁদ মুখোপাধ্যায়

পদ্যাংশ—

১। কাঙালী —রবীন্দ্রনাথ ঠাকুর
২। আমার জন্মভূমি —দ্বিজেন্দ্রলাল রায়
৩। ছেলের দল —সত্যেন্দ্রনাথ দত্ত

ব্যাকরণ—নবম ও দশম শ্রেণী

১। পদ পরিচয় (পুনরালোচনা)
২। লিঙ্গ ,,
৩। বচন ,,
৪। কারক ,,
৫। সরল সন্ধি
৬। সরল সমাস
৭। সাধু ও চলিত ভাষা

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(2). SANSKRIT

Distribution of Marks

One Paper—100 Marks

(CLASSES VII & VIII)

1. Text-book : (a) Prose	.. ..	30
(b) Poetry	.. ..	20
2. Grammar	.. .. ..	15
3. Simple Translation & Composition	..	15
4. Oral, Dictation & Hand-writing	..	20
		100

CLASS—VII

I. *Alphabet*—Devnagri Script—Svara, Vyañjana—and Yuktavarṇas.

II. *Grammar*—Mainly functional through connected pieces, though rudiments of formal grammar are also to be included.

(a) *Declension* of the following words :—

Nara, Phala, Latā, Munī, Nadī, Pitṛ, Go, Mātṛ, Asmad, Yuṣmad. Tad (in 3 genders).

(b) *Conjugation* of the main roots belonging to the Bhvādī and Tudādi classes in Laṭ and Lṛṭ in Parasmaipadī and past tense with the use of Sma.

(c) Case-endings and adjectives.

(d) *Indeclinables* like the following and their use in sentences :—

Atra, Kutra, Tatra, Yatra, Sarvatra, Yadā, Tadā, Kadā, Sadā, Na, Ca, Vā, Tu. Kintu, Prātah, Adya, Adhunā, Divā, Naktam, Sāyam, Punah, Mithya, Bṛtha, Uccaih, Akasmāt, Sahasā, Idānīm, Atha.

III. *Written exercises*—

Elementary translation of simple sentence into Sanskrit.

IV. *Memory work*—

10 S'lokas from Cāṇakya to be included in the text.

V. *Text book*

A copiously illustrated text book of approximately 40 pages which should contain—

(i) Alphabet—Vowels, consonants and conjuncts and a list of words.

(ii) Short Prose passages of about ten connected sentences per lesson which are

(a) interesting to children of the age group.

(b) descriptive or narrative,

(c) simple and graded, and

(d) within the students' intellectual capacity.

(iii) 10 S'lokas from Cāṇakya.

Reading matter included in the lessons should not exceed 20 pages. Each lesson should be illustrated.

Text book—Size 22″ × 32″ (1/16)—14 Point.

It is essential that the prescribed grammar syllabus should be covered by the lessons and that the approach should be functional. Repetition of forms should be intelligently arranged for the purpose of drilling in grammar, but dull monotony should be scrupulously avoided. After each lesson exercises of different kinds should be given, e.g. comprehension test from the lesson, filling up of blanks, making sentences with given words etc.

CLASS—VIII

1. *GRAMMAR*

(a) *Declensions*—

Familiar stems in common use ending in vowels and consonants.

Numerals upto Das´a (in all genders)

Pronouns—Yad, Idam, Etad, Adas (in all genders).

(b) *Indeclinables* in sentence structures—
Nicaih S'anaih, Ṛte, Nikaṣā, Vina, Saha, Aho, Drutam, Cireṇa, Acireṇa, Atha, Athakim, Adhah, Alam, Avas'yam, Abhitah, Ārāt, Iti, Iha, Ubhayatah, Eva, Iva, Katham, Kathamapi, Kutah, Prāyah, Bahih, S'vah, Hyah, Pas'cāt, Puratah, Ekatra, Dhik, Prati.

(c) *Roots*—
Laṭ, Loṭ, Laṅ, Vidhiliṅ and Lṛṭ forms of Bhvādi, Tudadi, Divadi and Curadi classes in Parasmaipadī, of Sru, and Kṛ in Parasmaipadī.
Mṛ Jan, Sev, Labh in Laṭ and Lṛṭ.

(d) *Sandhi*—Easy and common forms of Vowel, Consonant and Visarga Sandhi.

(e) *Kārakas and Vibhaktis in outline,*

(f) *Suffixes*—The use of Ktva, Ktavatu, Ktvāc, Lyap. Tumun.

II. TRANSLATION AND COMPOSITION of simple and connected sentences in Sanskrit.

III. ORAL WORK.

TEXTS—Text book, copiously illustrated, of about 50 pages. There should be 30 pages of actual text.
These should—
(a) be graded,
(b) use idiomatic, elegant and simple Sanskrit,
(c) contain lessons from familiar tales, fables as well as narratives preferably from Sanskrit Classics retold in simple Sanskrit.
(d) have exercises at the end of each lesson on the same pattern as recommended for Class VII, and
(e) contain 15 Subhāṣita S'lokas in easy and simlep metres.

Text Book—Size 22" × 32" (1/6)—14 Points.

Grammar and Composition

A book on Sanskrit Grammar, Translation and Composition of Upakramanikā type. written according to the syllabus for classes VII and VIII (combined) may be used. Pages not more than 160, Size 22″ × 32″, Pica type.

CLASSES IX & X

One Paper—100 marks

DISTRIBUTION OF MARKS

A TEXT—55 marks as detailed below :—

Short questions (to be answered in Sanskrit/ Englisn/Major Vernacular)	15
Translation from Sanskrit into Major Ver nacular/English	15
Explanation in Sanskrit/Major Vernacular/ English	10
Comprehension Test in Sanskrit ...	10
Memory work	5

B. *TRANSLATION*—20 marks as detailed below :

Translation from Sanskrit unseen passages to English/Major Vernacular	10
Translation from English/Major Vernacular passages to Sanskrit	10

C. GRAMMAR—25 marks as detailed below

Textual	10
(There will be no question on Textual Grammar from Sanskrit Poetry)	
Grammar from outside the text	15
Total	100 marks

[While writing Sanskrit, Devnāgrī script will be regarded as optional].

GRAMMAR

[Quotation of Sūtras will not be insisted on.]

1. General rules of Sandhi including Sandhi-Niṣedha to be covered in detail : uncommon and irregular forms may be omitted.

2. Declension—All the common declensions of nouns, pronouns and numerals.

3. Major and familiar indeclinables.

4. An elementary knowledge णत्वविधान and षत्वविधान ।

5. Conjugation—लट्, लोट्, लङ्, विधिलिङ् and लृट् of only the familiar and important roots in the भ्वादि, तुदादि, दिवादि, चुरादि and of the following roots :—

अदादि—या, जागृ, शास्, अस्, हन्, विद्, आस्, शी, दु, ब्रू

हवादि—भो, दा

स्वादि—आप्, शक्, श्रु

रुधादि—भुज्, छिद, युज्

तनादि—कृ

क्रयादि—क्रो, ज्ञा, ग्रह्

लिट्—some common forms of roots like the following :

गम्, दृश, या, भू, ग्रह्, वच्, चिन्त् ।

6. कृत् Sufflxes—A general idea of the important suffixes ike the following :—

शतृ, शानच्, क्त, क्तवतु, क्त्वाच्, ल्यप्, तुमुन्, तव्य,

अनीय, ण्यत्, यत्, क्यप्, घञ्, क्तिन्, ल्युट्, णिनि ।

7. तद्धित Suffixes—तरप्, तमप्, ईयसुन्, इष्ठन्, अण्, छ, तल, इमनिच्, मतुप्, मयट् ।

8. Causative Verbs—Verbs with णिच् (causative) suffixes —only familiar forms should be taught.

9. Change of Voice—in general, including that with द्विकर्मक ।

10. Cases and case-endings in general.

11. Compounds—General knowledge of Principal Compounds along with main समासान्त ।

12. Feminine endings—mainly with टाप् and ङीप् ।

N. B. It is to be noted that there will be no question on Textual Grammar from Sanskrit Poetry.

Text book : संस्कृत-साहित्य-संग्रह :
(2nd edition, 1972) published by the West Bengal Board of Secondary Education.

Prescribed pieces :

CLASS—IX

जीर्णधनकथा, कलहप्रियाख्यानम, ब्राह्मणच्छागधूर्तत्रयकथा,

ब्राह्मणनकुलकृष्णसर्पकथा, शिबिकथा, सूक्तिरत्नाबली (1st to 20 slokas)

CLASS—X

आचार्यस्तुतिः, हेमन्तागमः, मृगकाकश्रृगालकथा,

पञ्चतन्त्रकथामुखम्, द्विज-भोजराजसंबादः, आरुणेरुपाख्यानम्,

भीमसेनेन ब्राह्मणपुत्रमोचनम्, सूक्तिरत्नावली (remaining slokas)

[Stuedents are required to prepare "SUKTI-RATNAVALI" only for memory-work.]

Grammar and Composition

A book on Sanskrit Grammar, Translation and Composition, written according to the Syllabus for classes IX and X (combined) may be used. Pages not more than 260, size 22″ × 32″—Small Pica type.

(3) PALI

CLASS VII

Text Book :

Pali-Pariyaya-Patho—Pages 5 to 22.
(Published for the Board of Secondary Education, West Bengal, by Hindi Pracharak Pustakalaya, 195/1, Mahatma Gandhi Road, Calcutta-7).

Grammar :

Elements of Pali Grammar (Published by West Bengal Board of Secondary Education).

[Chapters I, IV, V and VI (Declension of Deva, Muni, Bhikku, Lata, Nadi and Phala only)].

Written Exercises :

Elementary Translation of simple sentences into Pali.

CLASS VIII

Text Book :

Pali-Pariyaya-Patho—Pages 25 to 53
(Published for the Board of Secondary Education, West Bengal, by Hindi Pracharak Pustakalaya, 195/1, Mahatma Gandhi Road, Calcutta-7).

Grammar :

Elements of Pali Grammar (Published by West Bengal Board of Secondary Education).

Chapter VI : Declension of Go, Raja, Pitu, Kathu, Matu and Dhitu only.

Chapter VII : Comparison of Adjectives.

Chapter VIII : Conjugation of roots Bhu, Da, Gam, Vad and Kar in Present, Past and Future tenses only.

Written Exercises :

Translation of simple sentences into Pali.

CLASSES IX & X

One Paper—100 marks

Distribution of Marks

(1)	Text .. .. .. (Questions requiring a detailed study of the prescribed pieces including descriptive and Grammatical Questions from Texts).	60 marks
(2)	Grammar & Composition ..	20 marks.
(3)	Translation from First Language or English into Pali	20 marks
	Total	100 marks

CLASS IX

Text Book :

Path-Samgaho [Published by West Bengal Board of Secondary Education (Second Edition).]

Prescribed pieces :

Prose : 1. Kutavanija-Jataka ; 2. Nakkhatta-Jataka ; 3. Sujata-Jataka ; 4. Sihacamma-Jataka.

Poetry : 1. Mangalam ; 2. Sunihita-Nidhi ; 3. Metta.

Grammar :

Elements of Pali Grammar (Published by West Bengal Board of Secondary Education)

Chapter II : Sandhi
Chapter V : Change of Gender ;
Chapter VI : (Declension—pages 50 to 81);
Chapter VIII : (Conjugation of Verbs—pages 116 to 150) ;
Chapter XIV : (Case-endings and their applications).

Written Exercises :

Translation of simple sentences into Pali.

CLASS X

Text Book :

Patho-Samgaho (Published by West Bengal Board of Secondary Education)

Prescribed pieces :

Prose : 1. Baveru-Jataka ; 2. Sammodamana-Jataka ; 3. Cammasataka-Jataka ; 4. Maha-Pajapati-Gotami.

Poetry : Peta-Dakkhina ; Citta ; Puppha ; Mahinda Katha.

Grammar :

Elements of Pali Grammar (Published by West Bengal Board of Secondary Education)

Chapter IX : Derivative Verbs (Passive and Causative) ;
Chapter X : Primary Derivatives (Participles, Infinitive and Gerund) ;
Chapter XV : Compound (Samasa).

Written Exercises :

Translation from English or First Language into Pali.

(4) PERSIAN

OBJECTIVES

The objective of the Study of Persian as a Third Language should be :

1. To enable pupils to acquire basic preliminary knowledge of the language.
2. To develop pupils' conception of the facts that languages are but sounds produced and guided by definite rules in their articulate and written forms differing in intonation and script formation.
3. To impress upon the pupils' mind that different languages belong to the same family of ideas and thoughts though they differ in form and scripts. This will go a good deal to harmonize their outlook and liberalize their mind.

SYLLABUS

CLASS VII

TEXT BOOK :—A copiously illustrated text-book of about 40 pages which should contain :

I. Alphabet—Persian Scripts, Vowels, Consonants and Conjuncts with different variations in writing.

II. Short Persian passages of about ten simple connected sentences per lesson which are :

(a) interesting to children of the age-group,
(b) descriptive or narrative,
(c) simple and graded,
(d) within the students' intellectual capacity.

III. Drilling in Izafat (Possessive); demonstrative and personal pronouns; adjectives; nouns of pupils' environments;

IV. Persian "Masdar" (Infinitive) not more than 15 with their simple Past tense; a few forms in Present tense.

V. As it is a foreign language and the beginners cannot use dictionary, each lesson should have hints in vernaculars to enable the pupils to grasp the meaning easily.

VI. At the close of each narrative lesson there should be written exercises and short questions.

N.B.—Reading matter included in the lesson should not exceed 20 pages.

Text-Book size :—22″×32″ (1/16) Type, preferably 14 point. (Kanta Press) "Script printing".

Text-Book (Prescribed)

(1) FARSI-e-KUDAKAN—BOOK I
by Prof. Masihullah, M.A.
(Anwar Book Depot.
99/1A, Lower Chitpur Road, Calcutta-1).

GRAMMAR

(a) Definitions of Nouns, Pronouns, Adjectives, Verbs with examples. Simple conjugation of Masdars (Infinitive) used in the Text.

(b) Composition—Exercises on Nouns, Pronouns, Adjectives, and Verbs as under (a).

(c) Translation—Simple translation from First Language or English into Persian.

One Paper—100 marks

Distribution of Marks

1. (a) Simple short questions from the Text	..	30 Marks
(b) Translation of any Persian piece or extract from the Text into First language	..	30 Marks
(c) Memory test ..	..	10 Marks
2. (a) Grammar from within the Text book	..	10 Marks
(b) Translation from First Language or English into Persian ..	..	10 Marks
(c) Composition—Construction of simple short sentences with given words	..	10 Marks
Total	..	100 Marks

Notes :

1. It is essential that the prescribed Grammar syllabus should be covered by the lesson and that the approach should be functional. Repetition of forms should be intelligently arranged for the purpose of drilling in Grammar, but dull monotony should be scrupulously avoided. After each lesson, exercises of different kinds should be given, e.g. comprehension test from the lessons, filling up of blanks, making sentences with given words etc.

2. A book on Persian Grammar, Translation and Composition written according to the syllabus for Classes VII and VIII (combined) may be used. Pages not more than 160 ; Size :—22"×32" Pica Type.

BOOKS PRESCRIBED

Grammar and Composition

Child's Persian Grammar and Composition (for Classes VII and VIII) by A. Reza, M.A.

TRANSLATION

Child's Persian Translation (for Classes VII and VIII)
by—A. Reza, M.A.
(Taj Book Depot.,
120/1, Lower Chitpur Road, Calcutta-1.)

CLASS VIII

Text Book : Copiously illustrated of about 50 pages of reading aterials which should contain :

(i) Lessons (graded).
(ii) Idiomatic, elegant and simple Persian (Classical and Modern both).
(iii) Lessons from familiar tales, instructive passages, topics related to lives, personality and patriotism.
(iv) Descriptive or narrative, short prose passages of about ten connected sentences per lesson.
(v) At least six lessons in easy and simple verse, suited to the pupils' intellectual capacity.

Notes :

(1) Reading matter included in the lesson should not exceed 3o pages. Each lesson should have meanings or hints of words or phrases given.

(2) Written exercises or short questions at the close of each lesson of the same pattern as recommended for Class VII. Text-Book Size—22″×32″ (1/16)—14 points (Script Printing) Kanta Press.

Text-Book (Prescribed) :

FARSI-e-KOODAKAN—BOOK II
by—Prof. Mashullah, M.A.
(Anwar Book Depot.,
99/1-A, Lower Chitpur Road,
Calcutta-1).

GRAMMAR

(a) Definitions of Adverb, Number and its kinds, Gender, Case, Preposition from within the text with examples of a few Masdar and conjugations.

COMPOSITION

(b) Exercises on Adverb, Number, Gender, Case and Preposition as under (a).

TRANSLATION

(c) Simple and connected sentences from First Language or English into Persian.

One Paper—100 marks

Distribution of Marks

1.	(a) Short and simple questions from the Text	30 marks
	(b) Translation of any Persian piece or extract from the Text into First Language	30 marks
	(c) Memory test.	10 marks
		70 marks
2.	(a) Grammar—number, case, preposition and conjugation	10 marks
	(b) Translation—from First Language or English into Persian	10 marks
	(c) Composition—Construction of simple sentences with given words, filling up of blanks or changing the number ..	10 marks
	Total ..	100 marks

Books Recommended For Grammar, Composition and Translation :—

1. Child's Persian Grammar and Composition for Classes VII & VIII by A. Reza, M.A.
2. Child's Persian Translation for Classes VII & VIII by A. Reza, M.A.
   (Taj Book Depot.,
   120/1, Lower Chitpur Road, Calcutta-1).

Note : A book on Persian Grammar, Translation and Composition written according to the syllabus for Classes VII and VIII (combined) may be used. Pages not more than 160 ; Size—22″×32″ Pica Type.

CLASS IX & X

One Paper—100 marks

Distribution of Marks

Text—55 marks as detailed below :

1. (a)	Short questions on Prose and Poetry	15 marks
(b)	Translation from Persian into First Language	15 marks
(c)	Explanation in Persian/First Language/English	10 marks
(d)	Comprehension Test in Persian ..	10 marks
(e)	Memory work	5 marks
		55 marks
2. (a)	Translation from unseen Passages into First Language/English ..	10 marks
(b)	Translation from English into Persian	10 marks
3. (a)	Textual Grammar	10 marks
(b)	Grammar from outside the text ..	15 marks
	Total ..	100 marks

Text-Book Prescribed for IX & X

Intekhab-e-Farsi (Fourth Edition)

Published by West Bengal Board of Secondary Education

CLASS IX

PIECES PRESCRIBED

PROSE

			Pages
1.	Hudud-al-Alam	حدود العالم	1-4
2.	Gulistan-e-Sa'adi	گلستان سعدی	26-33
3.	Baharistan-e-Jami	بهارستان جامی	52-54
4.	Farsi-e-Jadid	فارسی جدید	55-56

POETRY

1.	Bustan-e-Sa'adi	بوستان سعدی	137-140
2.	Rubaiyat-e-Attar	رباعیات عطار	175-178

CLASS X

PIECES PRESCRIBED

PROSE

1.	Kalila wa Dimna	کلیله و دمنه	228-235
2.	Asrar at-Tawhid	اسرار التوحید	239-246
3.	Sarzamin-e-Hind	سرزمین هند	284-287
4.	Tarikh-e-Adabiyat-e-Iran	تاریخ ادبیات ایران	289-296

POETRY

1.	Shah Namah-e-Firdausi		
	(a) Yazdan Shinasi	یزدان شناسی	303-305
	(b) Neki wa Badi	نیکی و بدی	328-347
	(c) Pursish-e-Mobid	پرسش موبد	329-330
2.	Wis wa Ramin	ویس و رامین	331-333
3.	Sukhanwaran-e-Nami-e-Ma'asir (Vol. 1)	سخنوران نامی معاصر (جلد اول)	348-355
4.	Diwan-e-Shams Tabrezi	دیوان شمس تبریزی	387-390

Books recommended for Translation :

1. Modern Persian Translation & Re-translation : (Senior) by A. K. Burke.

Books recommended for Grammar :

1. Modern Persian Grammar by M. Rahman & A. K. Burke.
2. Miftahul-Qawa'id مفتاح القواعد

Syllabus in Grammar for Classes IX-X

Persian (Third Language)

(a) اقسام اضافت—

بیانی، استعاری، تشبیهی، ملکی، تخصیصی

(b) اسم تصغیر (مصغر)

(c) عدد (Number)

واحدهای مفرد و جمع عربی، توزیعی کسری، وصفی، اصلی -

(d) صفت—

تفضیلی، نسبی، اضافی، فاعلی، مفعولی

(e) کنایات—

اسم موصول، اسم اشاره، ضمیر

(f) افعال—

مثبت، منفی، مجهول، معروف، متعدی، لازم.

(g) زمان (Tense)

ماضی، حال، مستقبل، مضارع، امر، نهی

(h) اسم مشتق—

اسم آله، اسم حالیه، اسم ظرف، حاصل مصدر، اسم فاعل، اسم مفعول -

(i) حروف—

مرکب، مفرد (With their various meanings)

(j) اشتقاق (Grammatical explanation of compound words)

(k) ترکیب نحوی (Analysis)

(5) ARABIC (Third Language)

CLASS VII

One Paper—100 marks

Distribution of Marks

1. (a) Short and simple questions from the Text	.. ..	30 marks
(b) Translation of Arabic pieces or extracts from the Text into Fist Language	..	30 marks
(c) Memory test	.. ..	10 marks
		70 marks
2. (a) Grammar	.. ..	10 marks
(b) Translation from First Language or English into Arabic	.. ..	10 marks
(c) Composition—Construction of short and simple sentences with given words	..	10 marks
Total	..	100 marks

The whole Syllabus of Arabic in Class VII shall be covered by the Text-book and a book on Grammar, Translation & Composition.

SYLLABUS

I. An illustrated Text-book shall contain the following :

(i) Alphabet—al-Huruful Hijaiyah and al-Huruful Illat.
(ii) Al-Harakat and ad-Dawabit etc.
(iii) Different forms of letters.
(iv) Exercises for spelling and reading.

(v) Easy words and simple sentences.
(vi) Discourses.
(vii) Narrative short stories and parables.
(viii) Memory work—Suwar and Ad'iyah (Chapters of the Qur'an and important prayers).

Notes :

(a) Important Vocabulary shall be given at the top of every discourse and story.
(b) Words and particularly verbs shall be marked with vowel-points.
(c) Pica bold Arabic Type shall be used.
(d) Pages of the Text shall be approximately 50 (fifty).

II. A book shall containt the following :

1. **Grammar**—Topics of Grammar :

Orthography ; Definition of Ism, Fi'l, Harf ; Tasriful Af'al ; Aqusamul Af'al (Thulathi and Ruba'i) ; Abwabul Af'al (Thulathi Mujarrad and Maziduth-Thulathi) ; Aqsamul Ism (Jamid, Mushiaq—Ijmali, Thulathi, Ruba'i ; Khumasi; Ma'rifah and Nakerah).

2. **Translation**—Basic rules of translation and simple sentences to be translated into Arabic from First Language.
3. **Composition**—Filling up the blanks, picking up the given words and correction of the given sentences and words etc. The exercises shall primarily be based on the grammatical rules already explained in the grammatical part of the Text.

Notes :

(a) Pica Arabic bold type should be used.
(b) Arabic words shall be marked with vowel-points.
(c) Pages of the Text shall be approximately 80 (eighty).

CLASS VIII

Distribution of Marks

One Paper—100 marks

1.	(a) Short and simple questions from the text	30 marks
	(b) Translation of Arabic pieces or extract from the Text into First Language ..	30 marks
	(c) Memory test	10 marks
		70 marks
2.	(a) Grammar	10 marks
	(b) Translation—From First Language or English into Arabic	10 marks
	(c) Composition—Construction of simple sentences with given words, filling up of blanks or changing the number ..	10 marks
	Total ..	100 marks

The whole Syllabus of Arabic in Class VIII shall be covered by a Text-book and a book on Grammar, Translation and Composition.

I. An illustrated Text-book shall contain the following :—

(i) Easy short Surahs and some Prophetic traditions.
(ii) Discourses.
(iii) Descriptive and narrative stories.
(iv) Poems—50 complete (for study).

Notes :

(a) Surahs, Traditions and Poems shall also be memorized.
(b) Important vocabulary shall be given at the top of every lesson.
(c) Words and particularly verbs shall be marked with vowel-points.
(d) Pica bold Arabic Type shall be used.
(e) Pages of the Text shall be approximately 60 (sixty).

II. Another book shall contain the following :

(1) **Grammar**—Topics of Grammar :
Ismul Jins ; Ismul 'Alam ; Ismul Mawsul ; Ismul Isharah ; al-Damir; Al-Munsarif wal-Ghayrul-Munsarif; al-Mudhakkar wal Muwannath ; al-Mansub ; at-Tasghir ; al-Masdarul Mimi ; al-Mushtaqat (in detail) ; Ismul-Fa'il ; Ismul Maf'ul ; Ismuz Zarf ; Ismu Tafdil ; and Awzanu-Asm'a-il Mubalighah.
(2) **Translation**—Basic rules of translation and short sentences and simple passages to be translated from First Language into Arabic and vice versa.
(3) **Composition**—Filling up the blanks, picking up the given words and correction of the given sentences and words etc. The exercises shall primarily be based on the Grammatical rules already explained in the grammatical part of the Text.

Notes .

(a) Pica Arabic bold Type should be used.
(b) Arabic words shall be marked with vowel-points.
(c) Pages of the Text shall be approximately 80 (eighty).

(1) Text-books written according to the above mentioned Syllabus and standard shall be approved and prescribed for the students of Classes VII & VIII from 1975 onwards. In case of non-approval and non-availability of Text-books written according to the Syllabus,

the following books are recommended for the students for the year 1975 only. These recommended books shall be replaced by the approved Text-books in 1976.

Recommended books :

For Class VII :

(1) Al-Mukhtar (Part I), by Prof. Md. Shahidhullah, M.A.
(2) Nukhbatul Adab (Part I), by Prof. Md. Sanaullah, M.A.
(3) Madarijul 'Arabiyah (Part I), by Maulana Md. Musawwar Ali.

For Class VIII :

(1) Al-Mukhtar (Part II), by Prof. Md. Shahidullah, M.A.
(2) Nukhbatul-Adab (Part II), by Prof. Md. Sanaullah, M.A.

(2) Topics of Grammar as enumerated above may be taught to the students of Classes VII & VIII from any standard book on Arabic Grammar based on "Mubadiyul 'Arabiyah" by Rashid ash-Shartuni.

CLASSES IX & X

Distribution of Marks

One Paper—100 marks

	Markc
1. Prose	35
2. Poetry	25
3. Grammar	15
4. Composition	10
5. Translation	15
Total ..	100

(1) **Text**—There shall not be more than 30 (thirty) pages of text in Prose including extracts from the Holy Quran and 15 (fifteen) pages in verse for each of Classes IX and X.

(2) **Composition**—A question shall be set to give substance of an Unseen Arabic passage or to write a letter in Arabic.

(3) **Translation**—Translation from First Language/English into Arabic. The passage set for translation shall be simple, mainly narrative or descriptive.

CLASS IX

Text-Books—Arabic Selections for School Final Examination published by West Bengal Board of Secondary Education.

PIECES PRESCRIBED

Prosee :	Page No.
(a) Hatimut Tai	1
(b) Abul 'Ala al-Ma'arri	2
(c) Al-Kanzu was Sayyah to Sabahu Abil 'Atahiyyah	5 to 11
(d) Hikayatu Adham	12
(e) Ar-Raziu was-Sibyan	14
(f) Al-Hikmat	18
(g) An-Najatu bi 'Awnillah ..	21
(h) Hikayatu Abi Ya'qub ..	25
(i) Judu Hatim	31
(j) Siratu Nur ad-Din	33
(k) Nizamul-Mulk	34
(l) Al-Ithar	40
(m) Al-Ayatul-Karimah	151

Poetry :

(a) Fil Ibtihal	.. ..	158
(b) Min Diwan Ali	.. ..	165 to 167 (excluding the last verse)
(c) Min Diwan Abil 'Atahiyyah	..	182 to 183
(d) Fil 'Ilmi wa Sharafihi	..	211 to 214
(e) Al-Athar	.. ..	224
(f) 'Inda Ma Yatil—Masau	..	225

N.B. : Since pieces from Hadith have not been prescribed for Class IX, the marks allotted to it may be considered unreserved.

(4) Grammar—The following topics have been prescribed for Class IX (1974).

An-Nisbat ; at-Tasghir ; al-Jam'us Salim ; al-jam'ul Mukassar and its popular measures ; al-Mu'rab wal-Mabni ; al-Munsarif wa Ghayrul Munsarif ; Asma ush-Shurut ; Asmaul Istifham ; Asmaul Af'al ; Al Af'alun Naqisah ; al-'Awamil ; Huruful Jarr ; Nawasibul Mudara ; Jwazimul Mudara ; al-Marfuat, al-Mansubat, al-Majrurat ; al-Fa'il wal-Maf'ul ; Mubtada wa Khabar ; Inna Ismuhu wa Khabaruhu ; Kana Ismuhu wa Khabaruhu.

Any book on Arabic Grammar, Translation and Composition written according to the Syllabus may be used.

CLASS X

Text-book : Arabic Selections for School Final Examination published by West Bengal Board of Secondary Education.

PIECES PRESCRIBED

Prose :

(a) Al-Haj wal Qadiyul Kha'in, (b) Wasiyatu Nizar li Awaladihi, (c) Hikayatu Nasik, (d) Raiyul Ghanam, (e) Ali b. Abi Talib, (f) al-Ghulamu wath-Tha'alab, (g) al-Thawbut Mabi'u, (h) al-Mamun wa Rail Baramikah, (i) 'Adlu 'Umar b. al-Khattab, (j) Amthalul-Arab.

Poetry :

Pages 176-181, 190-192, 197-201, 204-208.

A book on Grammar, Translation and Composition.

Grammar—

Topics :

Revision of the pieces prescribed for Class IX; al-Mafa'ilu Kamsah; al-Hal; al-Mustathna; al-Munada; al-Af'alul Qulub; al-Af'alul Muqarribah; Af'alul Madh wal-Dham; al-Tawkid; al-Sifah wal Mawsuf; al-Badl; al-Af; al-Farqu bayan al-Kalimah wal-Kalam; Taqusimu Jumlail Inshaiyah Khabariayah, Fi'liyah, Ismiyah and Haliyah.

For Translation and Composition the pattern should be followed as prescribed for Class IX.

Note : Any book of Arabic Grammar, Translation and Composition written according to the Syllabus for Classes IX and X (combined) may be used. Pages approximately 240. Arabic Pica Type.

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(6) LATIN (7) GREEK AND (8) CLASSICAL TIBETAN FOR CLASS VII & VIII

Schools should give their pupils training in :

(a) Translation of simple sentences from the First Language, and

(b) Construction of short sentences illustrating the concordance of Subject and Predicate as well as of Adjective and Noun.

No Text-books are recommended for Latin, Greek and Classical Tibetan; but a suitable graded reader of about 40 pages for Class VII and about 50 pages for Class VIII may be used. There should also be a suitable book on Grammar containing the major rules.

Distribution of Marks for Classes IX & X

One Paper—100 marks

(i) Passages from the prescribed texts for translation into English or into Bengali, Hindi, Urdu or Nepali as well as for explanation, either in the Classical Languages or in English, Bengali, Hindi, Nepali or Urdu together with questions on the subject-matter of the text. Under this head, translation from texts will not carry more than 20 marks.	60 marks
(ii) Questions involving the practical uses of elementary rules of Grammar including passages containing grammatical errors for correction	20 marks
(iii) Translation of simple sentences from English into the Classical Language concerned.	20 marks

TEXT-BOOKS FOR CLASSES IX & X

(6) LATIN

(1) Caesar—Gallic War (Book IV).
(2) Vergil—Aeneid (Book II), Verses 1 to 385.
A suitable book on Grammar may be prescribed.

(7) GREEK

Anabusis (Book I), by Xenophon (Edited by Rev. A. S. Walpole).
Stockist : Macmillan & Co., Hornby Road, Bombay.
A suitable book on Grammar may be prescribed.

(8) CLASSICAL TIBETAN

The Matriculation course in Classical Tibetan, prepared by Lame Lobzang Mingyur & E. Denison Ross (Available from Chakrabarti, Chatterjee & Co. Ltd., 15, Bankim Chatterjee Street, Calcutta-12).

The whole book is to be read.

A suitable book on Grammar may be prescribed .

(9) CLASSICAL ARMENIAN

The Syllabus in Classical Armenian will be notified later on.

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(10) FRENCH

CLASS VII

Distribution of Marks (One Paper—100 marks)

		Marks	
A. (a) Oral test :			
Dictation	.. ..	5	20 marks
Conversation	.. ..	5	
Reading	.. ..	5	
Recitation	.. ..	5	
(b) Question to be set and answered in French — Prose Text	..	40	
(c) Composition based on an outline	..	10	
(d) Grammar (applied)	.. ..	30	
		100	

B. **Text-Books :** Dondo—"Modern French Course" (Harrup—Oxford University Press)

Prose Texts : Selected from lessons 1 to 15

Conversation I	.. ..	(page 38)
Lecture I	.. .. ..	(page 40)
Conversation II	.. ..	(page 66)
Lecture II	.. .. ..	(page 68)
Lecture in Lesson XII	.. ..	(page 73)
Lecture in Lesson XIII	.. ..	(page 77)
Lecture in Lesson XIV	.. ..	(page 83)
Conversation III	.. ..	(page 93)
Lecture III	.. .. ..	(page 94)

C. **Grammar :** Grammar to be taught from the above mentioned lessons (1 to 15).

CLASS VIII

A. **Distribution of marks (One Paper—100 marks)**

(a) Oral Test :		
Dictation	5	20 marks
Conversation	5	
Reading	5	
Recitation	5	
(b) Question to be set and answered in French : Prose Text ..	25	
Poetry Text ..	15	
(c) Composition based on an outline ..	20	
(d) Grammar (applied)	20	
	100	

B. **Text-Book :** Dondo—"Modern French Course" (Harrup—Oxford University Press)

Prose Text : Selected from lessons 16 to 31 (omit translation passages)

(1) All 'lectures' set at the beginning of each lesson.

(2) In the revision exercises, Conversation and lectures IV, V & VI.

C. **Grammar** to be taught from lessons 16 to 31.

Poetry Text : "A Book of French Verse"—edited by
A Maria Gabriel, "Mary's Home"
7/1, Sourashtranagar II Street,
Choolai Medu, Madras—24.

The following poems are prescribed :—

1. La Fontaine—La Grenouie qui veut se faire aussi grosse que le boeuf (from line 1 to 11) page 39
2. V. Hugo—Elle avait pris se pli (from line 1 to 7) .. page 124
3. V. Hugo—Lorsque l'enfant parait (from line 1 to 6) .. page 125
4. Th. Gautier—La Source (from line 1 to 8) page 162
5. Th. Gautier—Noel (from line 1 to 8) .. page 168

CLASSES IX & X

A. **Distribution of Marks (One Paper—100 marks)**

(a) Questions from prose text	35
(b) Questions from poetry text ..	20
(c) Composition based on an outline ..	20
(d) Grammar (applied)	25
	100

B. **Text-Books :**

Prose Text : "A Companion to French Studies"
Part I—Edited by A. Maria Gabriel,
"Mary's Home", 7/1, Sourashtranagar II Street,
Choolai Medu, Madras-24.

The following passages are prescribed :

From (I) PENDANT LES GUERRES DE NAPOLEON to (20) PENDONS LE BIEN POUR LE MAL (page 29-55)

Poetry Text : "A Book of French Verse"—Edited by
A. Maria Gabriel, "Mary's Home",
7/1, Sourashtranagar II Street,
Choolai Medu, Madras-24.

The following poems are prescribed :—

			Page
1.	Malherbe—Paraphrase du Psaume CXLV	..	33
2.	La Fontaine—La Montagne qui accouche	..	40
3.	La Fontaine—Le Savetier et le Financier	..	45
4.	Florian—L' Aveugle et le Paralytique	..	68
5.	Berangar—Le vieux Vagabond ..	..	78
6.	V. Hugo—L' Enfance ..	..	124
7.	Th. Gautier—Noel ..	..	161
8.	Th. Gautier—La Source ..	..	162
9.	Sully Prudhomme—Un Songe ..	..	179
10.	Jose Maria de Heredia—La Mort de l'Aigle	..	188

C. **Grammar** Longman's French Course Grammar by T. B. Bertenshaw.

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(11) GERMAN

CLASSES VII and VIII

The Syllabus for Classes VII and VIII will be notified later on.

CLASSES IX and X

Distribution of marks (One Paper—100 marks)

1. Oral Test :		
Comprehension (written test of auditive perception).	20	
Conversation .. .. .. (a) General (b) in connection with material presented for reading.	20	50
Reading (known passage)	10	

2. Written Test :

Translation into German	20	50
Unseen passage for comprehension ..	10	
Grammar	20	
(Questions on the Reader)		
	100	

Text Book :

IM WANDEL DER JAHRE
EIN LEICHTES LESEBUCH FÜR AUSLÄNDER
(MAXMULLAR BHAVAN)

German Cultural Institute
8, Ballygunge Circular Road, Calcutta-19.

Pieces of study :

1. Eine Reise von Hamburg nach München
2. Die deutsche Sprache

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(12) RUSSIAN

I. CLASSES VII & VIII

The Syllabus for Classes VII and VIII will be notified later on.

II. CLASSES IX & X

A. **Distribution of Marks (One Paper—100 marks)**

1. Questions on Text		30
2. Grammar :		
(a) based on text	30	
(b) other	20	
..	—	50
3. Composition based on outline ..		20
		100

B. **Text Book**

Russian—V. N. Wagner, Y. G. Ovsienko

C. **Pieces of Study**

Class IX — Lessons 1 to 19
Class X — Lessons 20 to 32.

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(13) PORTUGUESE, (14) SPANISH and (15) ITALIAN

The syllabuses in the above languages will be notified later on.

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(16) HINDI

CLASSES VII & VIII

A. **Distribution of Marks (One Paper—100 marks)**

Prose	30 marks.
Poetry	20 marks.
Grammar	15 marks.
Translation and Composition ..	15 marks.
Oral, Dictation and Composition ..	20 marks.
	100 marks.

SYLLABUS

B. CLASS VII

The language should be taught in such a way that students should acquire ability to recognise Hindi Vowels and Consonants, to understand simple conversations, simple descriptions, to pronounce distinctly Hindi Vowels, to say small sentences, to write correctly Devnagri script, to know Hindi Nouns, Pronouns, Adjectives, Genders etc.

The Text-book should be an illustrative Primer containing Prose and Poetry pieces of about 64 pages with bold, distinct and standard type. In the first half of the book, vowels, 'matras', consonants, simple words, conjoint letters, double consonants etc. are to be introduced. The second half of the book should consist of lessons based on everyday-life, objects of nature and environments of the children. Suitable poetry pieces should not exceed more than ¼th of the contents.

Grammar :

(1) Portions of Grammar to be taught should be carefully integrated into the lessons of the Primer with due attention to gradation. Not the Rules of Grammar but the correct grammatical usage should be practised by means of suitable, examples.

Nouns — Proper and Common Nouns, Genders.
Pronouns — Personal Pronoun.
Adjectives — Adjectives of quality.
Verbs — Present, Past and Future tenses. Imperative mood. Stress should be laid on the following :—

Formation of sentences using verbs of the root 'to be' in Present tense, imperative mood, Past tense and Future Tense.

Grammar should be taught by inductive method.

C. CLASS VIII

In addition to language skills, criteria and other features of Class VII, special points should be stressed in Class VIII e.g. ability to make out pronunciation differences in Hindi Vowels and Consonants, to recognise the differences in meaning and intention, to understand short fable, and anecdotes, to follow simple short dramatic conversations, to understand arguments etc. Ability to speak small sentences with proper accent, to give simple directions, to relate one's experiences, to narrate simple fables, to read simple fables, fairy tales, to write correctly Hindi punctuation and small topics of daily use, to reproduce and write 10 to 15 lines of poetry, to write simple letters etc. is also necessary. From functional grammar ability to recognise main Hindi Parts of Speech, Case endings, Transitive and Intransitive Verbs etc. should be stressed.

Text-book : One text-book with Prose and Poetry pieces should have about 80 pages (exclusive of illustrations) printed in crown in clear type—14 points. The text book should contain lessons on celebrations, excursions, dialogues, folk tales, fables, fairy tales, description of sports, tales of adventures and travels etc. in Prose as well as simple narrative poems. Short life stories of great men of national fame may also be included. Poetry lessons should not be more than ¼th or ⅕th of the contents. There should also be some exercises, oral and written.

Grammar

Revision of lessons learnt in Class VII. The following new matters are to be included :—

1. Nouns — Abstract nouns, genders, numbers, cases (continued), changes in gender.
2. Pronouns — Indefinite, Demonstrative and relative, declension of pronouns.

3. Adjectives — Adjectives of quality and quantity.
4. Verbs — Auxiliary Verbs.
5. Sandhi.
6. Indefinite and subjunctive mood.

The portion of Grammar to be taught should be carefully integrated into the lessons of the Text-Books with due attention to gradation. Special attention should also be given to the comparison especially of the similarities and differences in the construction of sentences, the idioms and the words, of the Bengali language and Hindi as arising out of the lessons to be taught. Care should be taken to avoid all grammatical subtleties and irregularities but Basic Grammar to be taught should be carefully fixed into the mind of the student.

CLASSES IX & X

Distribution of marks (One Paper—100 marks)

Prose (Text)	35
Poetry (Text)	25
Short story, Letter writting, and Composition ..	20
Grammar	20
Total	100

Prose Text

Prose text will consist of simple, descriptive short stories, objective essays, short-travelogues, biographical sketches etc., which will help to develop and promote the lingual, receptive and expressive skill of students. Lessons should be as to imbibe a creative ability of the students and stimulate it. Vocabulary should consist of Tatsama words as far as practicable (simple and direct) as it would conveniently establish a common link between Hindi and other

modern Indian languages. Weightage should be given on language teaching. Pieces should be of Khariboli only and preferably orginal by famous and relevant writers. Pieces selected should enlarge the multi-lingual scope of academic understanding and help emotional and cultural integration. An overall perspective and total scope of the expected and useful vocabulary at this academic stage should be kept in sight of.

Poetry Text

Lyrical, simple, lucid and descriptive short poems with emotional content by modern Khariboli poets (excluding Tulsidas and Surdas) should be included in the poetry text. Poems selected should help grow literary understanding and stimulate creative acumen among students. They should also promote a national outlook, love for the country, countrymen and develop their moral growth and personality accordingly. Natural description and patriotic songs should be included in the selection as also poems on great national heroes, didactic and inspiring. Poems should be metrical and rhythmic.

There should be one text book containing Prose and Poetry printed in the 22″×32″ size (1/16) in 12 point pica type or as recommended by the Indian Standard Institute.

Text-book : Rashtra Bharati, Part I, Published by N. C. E. R. T., New Delhi.

Prescribed pieces :

Prose :

1. Ashoka Ka Shastra Tyaga .. Vanshi Dhar Srivastava
2. Guru Nanaka .. Dwarka Prasad Maheshwary
3. Raksha Men Hatya .. Prem Chand
4. Har Kee Jeet .. Sudarshan
5. Ganga .. P M V
6. Subedar Jaginder Singh .. Vrindavanlal Verma

Poetry :

1.	Prarthana	.. Pant
2.	Phool aur Kanta	.. Kariandh
3.	Chiria	.. Arsi Prasad Singh
4.	Chetaka	.. S. N. Pandey
5.	Jhansi Ki Rani	.. Subhadra Kumari Chowhan
6.	Kuchh Kama Karo	.. Maithilisharan Gupta

GRAMMAR & ESSAY/STORY/LETTER WRITING/ COMPOSITION

A basic knowledge of Hindi Grammar with stress on its chief characteristic and practical application is required. Nouns, Pronouns, Adjectives, Verbs, Adverbs, Cases, Genders, Numbers and Persons should be taught. Objective tests are necessary.

Students should be able to write short descriptive essays and stories on simple topics—with ability to develop stories from given hints, etc. Everyday and common and purposive use of letter writing should be practised, which may include topics of personal interest and general correspondence.

A suitable book on Grammar and Composition containing these topics and consisting of model pattern should be recommended to students.

CHAPTER V

(1) MATHEMATICS

THE OBJECTIVES OF THE STUDY OF MATHEMATICS :

(1) To develop powers of reasoning.

(2) To enable pupils to solve speedily the numerical and geometrical problems that arise in their school, family and community activities.

(3) To encourge pupils to cultivate the qualities of exactness in expression and performance.

(4) To arouse in pupils' admiration for Mathematics whose application has considerably helped man's adventure in the outer space.

SYLLABUS OF MATHEMATICS :

1. The aim of teaching Arithmetic and Algebra at Secondary School level is :—

(i) to make the pupils familiar with number system and basic operations on them and laws related to these operations,

(ii) to acquire knowledge of manipulation with the elements of number system so as to make use of them in problems of daily life.

CLASS VI

ARITHMETIC (70 marks) .. [150 pages]

Size—22″×36″ Double Demy (1/16). Pica type.

Revision of previous work ;

Only Metric measures and weights, Indian decimal coinage should be used with stress on those units which are of common use.

2. H.C.F. and L.C.M.

3. Basic operations on vulgar fraction and decimals—Application in simple problems.

4. Conversion of vulgar fractions into decimal fractions (terminating) and vice-versa.

5. Extraction of square-root by factorisation. Application in simple problems.

6. Application of unitary method in simple problems relating to percentage, profit and loss.

(Problems should be properly graded with increasing difficulties.)

GEOMETRY (30 marks) [50 pages]

Size—22″×36″ Double Demy (1/16) 10% deviation is allowed. Pica Type.

The aim of teaching Geometry at this stage is to make the pupils gradually familiar with geometrical properties informally through activity.

1. (i) Idea of solid and plane figures through models and common objects.

(ii) To illustrate undefined terms such as point, line, plane by common objects—relations between these terms (elucidated below) :—

(1) Through one point, we can draw as many lines as we please.

(2) Through two points, we can draw one and only one straight line.

(3) Three or more points may colline or not.
(4) Two lines in a plane may intersect, they are parallel.
(5) Three or more lines may be concurrent or not.
(6) A line may intersect a plane at a point or not.
(7) If two points of a line lie on a plane, the line lies wholly on the plane.
(8) Two planes may intersect in a line or not.

(iii) Construction of paper models of Rectangular Parallelopiped Cube, Tetrahedron. Relations between their vertices, faces and edges.

(iv) Idea of segment, angle.

2. (i) Simple idea of reflection by paper folding its properties (elucidated below) :—

(1) There is one (and only one) image for every point.
(2) The image distance is equal to object distance.
(3) If P' be image of P, then P is the image of P'.
(4) All points on one side of the line of reflection will have images on the other side.
(5) The line of joining a point and its image is fixed but not all the points.
(6) All points on the line of reflection are fixed.
(7) The image of a line is a line.
(8) The image of a line segment is congruent to the line segment.
(9) The image of an angle is congruent to the angle but the orientation is reversed.
(10) The images of collinear points will also be collinear.
(11) If a point C is between two points A & B, then C', the image of C, is between A' & B' the images of A & B.

(ii) Idea of symmetry in geometrical figures like isosceles triangle, rectangle, circle etc.

3. Use of geometrical instruments.
4. Angle measure by a Protractor.
5. Constructions :

(i) Circle, arc of a circle with a given centre and given radius.
(ii) Bisect a line segment.
(iii) Bisect an angle.
(iv) Draw a perpendicular on a straight line
  (a) from a point outside it,
  (b) at a given point on it.

[There should be separate text-books for Arithmetic and Geometry]

CLASS VII

Text-Book for class VII :—

A single book consisting of Arithmetic (75 pages).

Algebra (100 pages) and Geometry (70 pages) or separate books are permissible. Size—22″×32″ (1/16), Pica Type.

ARITHMETIC (30 Marks)

1. Revision of previous works.
2. H.C.F. and L.C.M. of vulgar fractions and decimal fractions—Application in simple problems.
3. Square root by division—Application in simple problems.
4. Application of unitary method in simple problems relating to time and work, simple interest (Problems should be direct).

ALGEBRA (40 marks)

1. The use of symbols to generalise simple arithmetical problems (without formally introducing equations).
2. Number system—Integers (positive and negative).
3. Basic operations on integers.
4. Laws—Associative, Distributive etc. (use of brackets).
5. Polynomials—Addition and Subtraction, Multiplication of polynomials with two terms. Division of polynomials (Divisor being one term).
6. The following formulae and their easy applications

$$(a+b)^2=a^2+2ab+b^2$$
$$(a-b)^2=a^2-2ab+b^2$$
$$(a+b)\ (a-b)=a^2-b^2$$

7. Simple factors involving above formulae.
8. Solutions of Simple problems leading to simple linear equations and inequations.
9. Graphs of simple equations.

GEOMETRY (30 marks)

The aim is same as in Class VI

1. (i) Simple ideas of translation and rotation by objects found in daily life—their properties.
   (ii) Idea of rotational symmetry in geometrical figures like Equilateral triangle, parallelogram, circle etc.
   (iii) Composition of transformations; congruence.

2. Constructions :
   (i) Angle congruent to a given angle.
   (ii) Constructions of triangles with given parts.
   (iii) Constructions of quadrilaterals with given parts.

CLASS VIII

TEXT BOOKS FOR CLASS VIII

A single book consisting of Arithmetic (75 pages) Algebra (80 pages) and Geometry (80 pages), or separate books are permissible.

Size 22″×32″ (1/16), Pica type.

ARITHMETIC (30 Marks)

1. Revision of previous Work.
2. Average—Application in simple problems based on experience of daily life of the pupils.
3. Extraction of Square root of vulgar fractions and decimal fractions—Application in simple problems.
4. Application of unitary method in simple problems relating to time and distance; income-tax.

(Problems should be direct)

ALGEBRA (40 marks)

1. Revision of Previous work.
2. Multiplication and division of polynomials.
3. The following formulae and their applications :

$$(a+b)^3=a^3+3a^2b+3ab^2+b^3=a^3+b^3+3ab(a+b)$$
$$(a-b)^3=a^3-3a^2b+3ab^2-b^3=a^3-b^3-3ab(a-b)$$
$$(a+b)(a^2-ab+b^2)=a^3+b^3$$
$$(a-b)(a^2+ab+b^2)=a^3-b^3$$

4. Factors involving formulae.
5. Factors of a quadratic expression by breaking the middle term.

6. H.C.F. and L.C.M. of simple expressions by factorisation.

7. Simple problems involving simultaneous equations involving two unknowns.

8. Graphical representation of numerical data based on activities and experiences of daily life of the pupils; Bar graphs.

GEOMETRY (30 marks)

The aim of teaching this stage is to make the pupils familiar with Logical deductive reasoning. Any form of logical reasoning is allowed. Properties obtained through activity may be taken as axioms.

1. Activities verifying the following statements :

(a) If a straight line stands on another straight line, the sum of the two angles so formed is equal to two right angles.

(b) If the sum of two adjacent angles is equal to two right angles, the exterior arms are in the same line.

(c) When a straight line cuts two other straight lines, those other two straight lines are parallel if a pair of corresponding angle are congruent.

(d) Two intersecting straight lines cannot both be parallel to a third straight line.

(e) Congruence of two triangles—SAS, AAS.

(f) In congruent circles (or in the same circles) equal chords cut off equal arcs and subtend congruent angles at the centre and conversely.

2. To establish the following using the results obtained in (1).

(a) If two straight lines intersect, the vertically opposite angles are congruent.

(b) When a straight line cuts two other straight lines, those other two straight lines are parallel if, either

(i) a pair of alternate angles are congruent.

Or

(ii) a pair of interior angles on the same side of the cutting line are together equal to two right angles.

(c) If a straight line cuts two parallel straight lines.

(i) Corresponding angles are congruent.

(ii) Alternate angles are congruent.

(iii) The interior angles on the same side of the cutting line are together equal to two right angles.

(d) The sum of the angles of a triangle is equal to two right angles.

(e) If one side of a triangle be produced, the exterior angle so formed is equal to the sum of two interior opposite angles.

(f) The sum of the interior angles of a polygon of 'n' sides is equal to 2 (n-2) right angles.

(g) If two sides of a triangle are congruent, the angles opposite to them are also congruent and conversely.

(h) Congruence of two triangles—SSS. Congruence of two right-angled triangles.

(i) If two sides of a triangle are unequal, the angle opposite to the greater side is greater than the angle opposite to the less and conversely.

(j) Any two sides of a triangle are together greater than the third side.

(k) Of all line segments that can be drawn to a given straight line from a given point outside it, the perpendicular is the shortest.

.3 Constructions :

(i) To draw a straight line through a given point parallel to a given straight line.

(ii) To divide a segment into any number of congruent segments.

CLASS IX

Text Books for Class IX :

1) Algebra & Arithmetic (combined) 120 pages;

2) Geometry & Mensuration (combined) 90 pages; Size Double Demy (1/16); Small Pica.

ALGEBRA (30 marks)

1. Revision of previous work.
2. Harder problems leading to equation—simple and simultaneous.
3. Graphs of simple equation—Application.

ARITHMETIC (15 marks)

Ratio—Proportion and Percentage. Problems, may be solved Algebraically.

GEOMETRY (40 marks)

1. To establish the following properties—

(a) The opposite sides and angles of a parallelogram are congruent. Each diagonal divides the parrallelogram into congruent triangles and diagonals bisect one another.

(b) A quadrilateral is parallelogram if :

(i) both pairs of opposite sides are congruent

or (ii) both pairs of opposite angles are congruent

or (iii) one pair of opposite sides is congruent and parallel

or (iv) its diagonals bisect one another.

(c) If there are three or more parallel lines and the intercepts made by them on any one line that cuts them are congruent, then the corresponding intercepts on any other line that cuts them are also congruent.

(d) The line drawn through the middle point of one side of a triangle parallel to another side bisects the third side and equal to half of the second side. The line joining the middle points of two sides of a triangle is parallel to the third side and equal to half of it.

(e) The formal proof should be preceded by activities such as paper folding, paper cutting in all the cases of this paragraph.

(i) Parallelograms on the same base and between the same parallels (or, of the same altitude) are equal in area.

(ii) Triangles on the same base (or, on equal bases) and between the same parallels (or, of same altitude) are equal in area.

(iii) Equal (in area) triangles on the same base and on the same side of it are between the same parallels.

(iv) If a triangle and a parallelogram stand on the same base and between the same parallels, the area of the triangle is half that of the parallelogram.

(f) (i) The perpendiculars drawn to the sides of a triangle from their middle points are concurrent.

(ii) The bisectors of the angles of a triangle are concurrent.

(iii) The medians of a triangle are concurrent.

2. Pythagoras' Theorem—Dissection method (No formal proof).

3. Constructions :

(i) Construction of parallelogram equal in area to a given triangle and having one of its angles congruent to a given angle.
(ii) Construction of a triangle equal in area to a given rectilineal figure.

MENSURATION (15 marks)

Perimeter and Area of a rectangle, square, Triangle : Circumference and Area of a Circle.

CLASS X

(Revised)

Text Books :

1) Algebra (60 pages) & Arithmetic (30 pages) [combined] 90 pages.

2) Geometry (80 pages) Trigonometry (40 pages) and Mensuration (20 pages) [combined]—140 pages.

From 1976 two combined Text-books—(1) Algebra & Arithmetic (combined). (2) Geometry, Trigonometry & Mensuration (combined) may be used for Classes IX & X ; size—Double Demy (1/16), Small Pica Type.

ALGEBRA (30 marks)

1. Revision of previous works.
2. Simple problems leading to—

(i) simple quadratic equations that can be solved by easy factorisation.
(ii) Simple and simultaneous inequations.

3. Graphical solution of simultaneous equations of the first degree.

4. Number system—fractional numbers and surd quantities which are useful in determining different trigonometrical measures

ARITHMETIC (15 Marks)

Simple Interest and Profit and Loss (Problems may be solved Algebraically).

GEOMETRY (30 Marks)

1. Revision of previous work.
2. To prove :

   (a) There is one circle and only one which passes through three given points not in a straight line.

   (b) A straight line drawn from the centre of a circle to bisect a chord which is not a diameter is at right angles to the chord and conversely.

   (c) The angle which an arc of a circle subtends at the centre is double that which it subtends at any point on the remaining part of circumference.

   (d) Angles in the same segment of a circle are congruent and if the line segment joining two points subtends congruent angles at two other points on same side of it, the four points lie on a circle.

   (e) The angle in a semi-circle is a right angle.

   (f) The opposite angles of any quadrilateral inscribed in a circle are supplementary and the converse.

   (g) (i) The tangent at any point of a circle and its radius through the point are perpendicular to one another.

   (ii) The segment of two tangents of a circle from external point to the points of contact are congruent and they subtend congruent angles at the centre.

(iii) If two circles touch, the point of contact lies on the straight line through the centres.

3. Simple idea of similarity transformations through activity—their properties.

4. To prove :

(i) If a straight line is drawn parallel to one side of a triangle the other two sides are divided proportionally and the converse.

(ii) If two triangles are equiangular, their corresponding sides are proportional and the converse.

(iii) If a perpendicular is drawn from the vertex of the right angle of a right-angled triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to one another.

(iv) Pythagoras' theorem and its converse.

5. Constructions :

(i) To draw a circle about a triangle

(ii) To draw a circle in a triangle.

(iii) To draw mean proportional.

MENSURATION (10 Marks)

1. Revision of previous works.

2. Surface and volume of Rectangular Parallelopiped, Cylinder and Sphere.

TRIGONOMETRY (15 Marks)

1. Idea of trigonometrical angles.

2. Definition of trigonometrical ratios of an acute angle.

Trigonometrical ratios of the standard angles—O°, 30°, 45°, 50°, 90° (undefined values such as tan 90°, cot O° to be excluded).

3. Trigonometrical ratios of complementary angles.

4. Easy problems on heights and distances reducible to the solution of right-angled triangles involving the standard angles above.

Allotment of marks for final examination at the end of Class X :

1) Algebra	..	..	30
2) Geometry	..	..	30
3) Arithmetic	..	..	15
4) Mensuration	..	..	10
5) Trigonometry	..	..	15
			100

(2) PHYSICAL SCIENCES

THE OBJECTIVES OF THE STUDY OF PHYSICAL SCIENCES :

(1) To initate pupils into the realm of play and interplay of the laws of sciences in life and matter around.

(2) To rouse in the young mind a spirit of enquiry about the nature of matter and forces in nature.

(3) To develop scientific attitude and enable pupils to understand the important scientific principles involved in the natural phenomena around.

(4) To enable pupils to understand with insight the application of science to the service of man.

(5) To develop respect for the Philosopher-Scientists whose contribution have benefited mankind.

(6) To develop in the pupils of upper forms a spirit of research and experiments to probe into the hidden treasure of the science for enrichment of human life and civilization.

SYLLABUS IN PHYSICAL SCIENCES (PHYSICS AND CHEMISTRY)

CLASS VII

[Page limit 80 pages. Double Demy (1/16). Pica type.]

1. What is Science ? Science involves observation, systemization of knowledge by observation, measurement and inference.
   Rest and motion.

   Scope and applications of Science in life—Health, Sanitation, Food, Shelter, and in general benefit of mankind. How the thinking of great natural Philosophers through the ages has influenced the development of Science and Technology as we know it to-day. Brief mention of the contributions of Indian Philosopher and Scientists in this direction (Short life stories of some eminent Indian Scientists—Acharyya Jagadish Chandra Bose, Acharyya Prafulla Chandra Ray, Prof. C. V. Raman, Prof. S. N. Bose Prof. Prasanta Mahalanabis, Prof. Meghnad Saha etc.)
   [17 pages]

2. Air—Air has weight—Torricellis' short life—His observations that a lift pump does not work if the level of water in a well drops below 34 feet—Atmosphere and atmospheric pressure—Principle of the mercury barometer. What air is composed of ? Oxygen, Nitrogen, small quantities of di-oxide and water vapour—Elementary idea of elements and simple compounds—Mechanical

Trigonometrical ratios of the standard angles—O°, 30°, 45°, 50°, 90° (undefined values such as tan 90°, cot O° to be excluded).

3. Trigonometrical ratios of complementary angles.

4. Easy problems on heights and distances reducible to the solution of right-angled triangles involving the standard angles above.

Allotment of marks for final examination at the end of Class X :

1) Algebra	.. ..	30
2) Geometry	.. ..	30
3) Arithmetic	.. ..	15
4) Mensuration	.. ..	10
5) Trigonometry	.. ..	15
		100

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(2) PHYSICAL SCIENCES

THE OBJECTIVES OF THE STUDY OF PHYSICAL SCIENCES :

(1) To initate pupils into the realm of play and interplay of the laws of sciences in life and matter around.

(2) To rouse in the young mind a spirit of enquiry about the nature of matter and forces in nature.

(3) To develop scientific attitude and enable pupils to understand the important scientific principles involved in the natural phenomena around.

(4) To enable pupils to understand with insight the application of science to the service of man.

(5) To develop respect for the Philosopher-Scientists whose contribution have benefited mankind.

(6) To develop in the pupils of upper forms a spirit of research and experiments to probe into the hidden treasure of the science for enrichment of human life and civilization.

SYLLABUS IN PHYSICAL SCIENCES (PHYSICS AND CHEMISTRY)

CLASS VII

[Page limit 80 pages. Double Demy (1/16). Pica type.]

1. What is Science ? Science involves observation, systemization of knowledge by observation, measurement and inference.
   Rest and motion.

   Scope and applications of Science in life—Health, Sanitation, Food, Shelter, and in general benefit of mankind. How the thinking of great natural Philosophers through the ages has influenced the development of Science and Technology as we know it to-day. Brief mention of the contributions of Indian Philosopher and Scientists in this direction (Short life stories of some eminent Indian Scientists—Acharyya Jagadish Chandra Bose, Acharyya Prafulla Chandra Ray, Prof. C. V. Raman, Prof. S. N. Bose Prof. Prasanta Mahalanabis, Prof. Meghnad Saha etc.)

   [17 pages]

2. Air—Air has weight—Torricellis' short life—His observations that a lift pump does not work if the level of water in a well drops below 34 feet—Atmosphere and atmospheric pressure—Principle of the mercury barometer. What air is composed of ? Oxygen, Nitrogen, small quantities of di-oxide and water vapour—Elementary idea of elements and simple compounds—Mechanical

mixture. Separation of their constituents (individual properties retained)—Filtration, separation by magnets, Sublimation, distillation, decantation, Crystalisation etc. [13 pages]

3. **Water**—Demonstration of Fluid—Pressure—Archimedes' Principle—Short life-story of Archimedes—Buoyancy, Floatation—water finds its own level—demonstration and simple applications. [12 pages]

4. Matter—Different states of matter (solids, liquids and gases)—Physical properties of matter (Density, Hardness, odour, colour, weight, dimensions, volume). Influence of external factors on properties—expansion of a body by heating—gap between Rail lines—Ball and Ring experiment—Bi-metalstrip—its application. Elementary ideas of physical and chemical changes (to be illustrated by experiments)—Atoms and molecules—short life stories of Dalton, Avogadro. [13 pages]

5. **Gravitation**—Earth attracts all bodies—Force of Gravitation—Falling bodies—dependence on mass and distance—Moon's Gravitation—short life story of Newton—Occurrence of tides—simple explanation. [13 pages]

6. **Heavenly Bodies and Night sky**—Observations on the sun, the Moon's phases and on the night-sky—solar system—short life stories of Galileo, Copernicus and Kepler. Difference between planets and stars—Rectilinear propagation of light—Experiments—Pinhole Camera—Formation of shadows—umbra, penumbra—Eclipses (excluding annular eclipses)—Laws of Reflection of light—simple

experiment—Regular and diffused reflection—Periscope. [15 pages]

CLASS VIII

[Page limit 96 pages. Double Demy (1/16). Pica type]

1. **Air—Idea of Chemical Compounds**—Individual properties of the constituents lost, new substance with new properties appear (Fe+S=FeS)—Air is not an element or chemical compound, but a Mechanical mixture—Composition of air—Principles involved in ventilation — Rusting — combustion — Atmospheric conditions, pressure and temperature in the higher regions—Balloon and Aeroplane flight—story of Wright Brothers—preparation and study of simple properties of H_2, O_2—Burning in Oxygen, formation of Oxides—oxidation and reduction. [16 pages]
2. **Water**—Chemical compound—Electrolysis of water—Chemical Composition and Chemical decomposition and symbols and formulae of certain common elements and compounds. [12 pages]
3. **Matter**—Elementary ideas — Chemical reactions—atomic phenomena. [5 pages]
4. **Carbon**—Allotropic modification—Coal, Diamond, Graphite, Charcoal, soot—Carbondioxide—Mention of the wide universal presence of carbon compounds in various forms. [6 pages]
5. **Acids and Alkalis**—Elementary ideas of acids and alkalis—HCl, H_2SO_4, HNO_3, NaOH, KOH, $Ca(OH)_2$. [4 pages]

6. **Heat & Temperature and transference of heat**—Heat and Temperature — Mercury-in-glass-Thermometer (avoid details of construction)—clinical thermometer. Conduction, convection and Radiation of Heat—simple demonstrative experiments—Examples of good and bad conductors—Thermos-flask—convection and air current—simple phenomena explained by difference in radiating ability.
[15 pages]

7. **Magnets**—Different types of magnets— their general properties—Demonstrative experiments—How to magnetise a body ?—Magnetic Induction—experimental demonstration of—Elementary theory of magnetism—Terrestrial magnetism. Use of magnetic compass.
[16 pages]

8. **Electricity**—Electrostatics : Demonstration by combing hair and attracting small pieces of paper—production by rubbing—Insulators and conductors—Explanation by electron theory—Two kinds of charges—Forces between charged bodies—Short life story of Coulomb.
[7 pages]

Current Electricity—

Simple voltaic cells—short life story of Volta—Dry cells—Idea of resistance—Its influence on regulating current (non-quantitative discussion)—Heating and magnetic effects of currents (simple experiments)—short life stories of Joule, Faraday—Ampere—simple application of heating magnetic effects of currents (simple experiments)—Electric bulb—Electric bell.
[15 pages]

CLASS IX

(Common to both Physics & Chemistry)
Page limit of the Text-book.

Common to both Physics & Chemistry	— 30 pages
Physics	— 47 pages
Chemistry	— 53 pages
Total	— 130 Pages

(A single Text-book covering the items)
[Double Demy (1/16). Small Pica Type.]
[30 pages]

1. Systems of measurement. Different physical quantities and their units. Measuring devices : Ordinary scale, common balance, measuring cylinders, clocks. [14 pages]
2. Matter and energy. Mass and weight, conservation of mass and conservation of energy. Different forms of energy. Transformation of energy (non-quantitative treatment). [8 pages]
3. Change of state. Freezing, melting, boiling, evaporation and condensation. Melting point and boiling point. Factors effecting them. Idea of latent heat. [8 pages]

PHYSICS

[47 pages]

1. Rest and motion : Displacement, speed, velocity, accelaration and retardation. Newton's laws of motion. Definition of force. (Equations of motion excluded. Rotational motion excluded). [10 pages]

2. Work, energy and power—potential and kinetic energy. Units (No sums). Simple machine, inclined plane, wheel and axles and levers (Not mathematical). [9 pages]
3. Nature of heat. Heat and temperature. Factors determining the quantities of heat. Heat as a form of energy. Relationship with work. [8 pages]
4. Source of light. Ray of light. Reflection and Refraction of light. Total internal reflection. Explanation of some natural phenomena on the basis of refraction and total reflection. Propagation and velocity of light. Convex lens and its focussing action. Focal length. Convex lens as a magnifying glass.
   Dispersion of light. Spectrum (Demonstration).
   [20 pages]

CHEMISTRY [53 pages]

1. (i) Physical states of matter—reasons for existence of the three states—Melting and boiling points.
   (ii) Identification of matter—physical and chemical properties—How matter (solid, liquid and gas) differs in physical properties (touch, colour, smell, solubility, magnetic property etc.) and chemical properties (behaviour on heating, treatment with acids etc.).
   (iii) Physical and chemical changes : factors which induce and regulate chemical change, viz. contact, temperature, pressure, catalysis etc. Exothermic and Endothermic change.
   (iv) Elements and compounds—Metals and Non-metals.
   [16 pages]
2. Solution—Solvent and solute : Unsaturated and saturated solution. Solubility and its relation with temperature.
   [4 pages]

3. Symbols, formulae and chemical equations : Significance of chemical equations and balancing, simple equations. [5 pages]
4. Electrolysis—Electrolytes and non-electrolytes—Decomposition of water : Electroplating. [6 pages]
5. Ideas of acids, bases and salts : Neutralization. [3 pages]
6. Oxidation and reduction. [2 pages]
7. Liquid air. Nitrogen and Carbon Cycle (Elementary ideas) : use of the rare gases in air, Neon lighting. [5 pages]
8. Simple method of preparation and properties of Oxygen, Hydrogen, Nitrogen, Ammonia, Carbon dioxide, Sulphur dioxides, Sulphuretted hydrogen. [12 pages]

CLASS X

(Common to both Physics & Chemistry)

Page limit common to both Physics & Chemistry	— 20 pages
Physics	— 42 pages
Chemistry	— 52 pages
Total	— 114 pages

(A single text-book covering the items)

[Double Demy (1/16) Small Pica.]

1. Atomic structure of matter. Elementary ideas of the planetary model of the atom. Structure of the nucleus. Mass, size and charge of electron, proton and neutron. Isotopes. Atomic numbers, atomic weight and mass number. (Non-mathematical treatment. Elementary ideas with illustrative examples). [10 pages]

2. Properties of gases,—pressure and temperature. Boyle's and Charles' laws. Avogardro's hypothesis. Avogardro's number. Molecular weight. Brief mention of the motion of gas molecules and the dependence of pressure and temperature on such motion (very elementary—non-mathematical discussion). [10 pages]

PHYSICS

[42 pages]

1. Sources of sound ; sound produced by vibration. Propagation of sound. Necessity of a medium for sound. Frequency and pitch. Velocity of sound. Reflection of sound. Echo, Musical sound and noise. Ultrasonic waves and their applications. [14 pages]
2. Electric current. E.M.F. of a cell. Ohm's law and resistance (no sums). Heating effect of current and Joule's law.
   Action of current on a magnet. Ampere's swimming rule. Action of a magnet on a current. Burlow's wheel. Application in case of motor. Electromagnetic induction. Principle of dynamo. [15 pages]
3. Electromagnet. Simple principle of a telephone receiver. [5 pages]
4. Conduction of electricity through a gas at a low pressure. Elementary idea of Cathode rays. X-rays. [8 pages]

CHEMISTRY

[52 pages]

1. Molecules and Atoms. Dalton's Atomic Theory. Periodicity of elements—Classification of elements in periodic table —(Elementary ideas) : Electrovalency and co-valency. [8 pages]

2. Atomic weight, Molecular weight, Molar volume, Gram atomic weight, Gram molecular weight. [4 pages]
3. Simple methods of preparation, simple properties and typical reaction of HCI, H_2SO_4 (Contact Process) and HNO_3. [10 pages]
4. Sources and uses of Carbon, Sulphur, Phosphorous, Boron and Allotropy of carbon and phosphorous. [4 pages]
5. Nature, sources and uses of :
   Glass, caustic soda, washing soda, common salt, bleaching powder, quick and slaked lime. Copper sulphate : ammonium sulphate, soap, petrol, kerosene, rectified spirit, methylated spirit. [6 pages]
6. Source, elementary properties (physical and chemical behaviour towards air, water, dilute acids and alkalies) and uses of Aluminium, Magnesium, Zink, Iron, Copper, Lead, Mercury : Elementary idea of Alloys and Amalgams. [8 pages]
7. (a) Organic compounds—Scope and variety. Its role in life processes. Nature and elementary classification of organic compound—Linkage in carbon compounds—its difference from inorganic compounds. [8 pages]

   (b) Sources and uses (preparation and properties excluded) of the following CH_4,C_2H_4, C_2H_2, Chloroform, Ethyl alcohol, Vinegar, Glycerol, Glucose, Urea, Benzene, Phenol, Napthalene. [4 pages]

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(3) LIFE SCIENCE

THE OBJECTIVES OF THE STUDY OF LIFE SCIENCE :

(1) To awaken pupil's curiosity and interest in the plant, insect and animal life around him in his environment.

(2) To form in the pupil's habits of accurate observation and of testing knowledge by experiment.

(3) To arouse awareness in the pupil's of mutual interdependence of life-forms in nature.

(4) To give pupils an intelligent and appreciative insight into the working of the life force in nature's kingdom.

(5) To kindle pupil's love for fauna, flora and avifauna of our country.

(6) To develop in the pupils of upper forms a spirit of research with a view to enriching human life.

SYLLABUS IN LIFE SCIENCE

Life Science is to be studied in the school with the idea to have a correct perspective of human being in relation to the environment and other forms of different patterns of life as exemplified by the plants and animals. The common, as well as different, phenomena of life in relation to the structural and behavioural peculiarities are to be integrated in such a manner as to depict a composite and corroborated picture in which man himself forms the central figure. Isolated topics have been selected emphasizing demonstrable examples that will lead to the development of integrated scientific attitude, as well as comprehensive understanding of Science in general and Life-Science in particular.

The syllabus of the Life Science has been drawn with a view to teaching the students the use of their sense organs as well as to develop the proper perspective of man in relation to other organisms and also in reference to environment in which he lives. The course content has been mainly drawn to form a solid broadbased foundation during the study in Classes VI, VII and VIII and ultimately to lead to a comprehensive idea of the whole subject during the study in Classes IX and X. In arranging the topics care has been taken to see that the various items are interrelated in such a manner as to

present a composite rather than a detatched idea about the individual items.

Proper implementation of the syllabus will depend much on the quality and the attitude of the teachers. The spirit of the syllabus rather than its language should be the guiding principle in teaching the subject. Interests and inquisitiveness in the mind of the students should be aroused so that this may be channelised and directed ultimately to the study of the science of which he himself forms the central pivot. Teaching of the basic principles should be imparted in the theoretical as well as in practical classes.

Laboratory facilities in the shape of specimens, charts, models, instrument and other apparatuses should be made available to the students.

Arrangement should be made for field-study which, in fact, forms the crucial point in the study of life science.

The syllabus has been drawn on the basis of 375 periods of work in five years against 486 periods available for the subject. The remaining 111 periods should be utilised in Field-Study, collection and preservation of materials and performance of Project Experiments by the students themselves.

CLASS VI—100 pages (50 pages—reading matter and 50 pages—illustration and diagrams. Printing—Pica type, size of the book 1/16 double demy, size of the diagram 3″×2″ minimum).

(1) Student and his environment. [10 pages]

(2) Acquaintance with various living and non-living forms of their own environment. Popular names of common live forms—plants and animals. Popular names of and general idea about (a) lotus (b) mango (c) national bird (peacock) (d) national animal (tiger). [20 pages]

(3) Observation of living objects with an eye to the training of the sense organs of the students leading to general inference. [25 pages]

(4) Observation of living objects through simple experiment :— requirement of light, air (oxygen), water and nutrients for their existence. [25 pages]

(5) Basic external structure in (a) plant—example (pea) (b) animal . . . . (fish and man). [20 pages]

N.B. :—Field excursion (at least 15) will have to be arranged so that the students may have direct idea about plants and animals in their own environment.

CLASS VII—80 pages (Suitably illustrated, printing—Pica-type, size of the book 1/16 Double Demy. Size of the diagram 3″×2″ minimum).

(1) Plant and Animal kingdom :—

Study of plant and animal groups with spot identifying characters and acquaintance through demonstration of actual specimens. [10 pages]

(2) External structure :—

(a) Plant—root, stem, leaf and their modifications. Types of flowers, fruits and seeds. (b) Animal—fish, toad, lizard, bird, mammal, cockroach, butterfly and snail. [30 pages]

(3) Germination of seeds :—

Conditions of germination with experiments. [3 pages]

(4) Outline knowledge of :—

(a) Economic plants :—cereals, pulses, jute, cotton, sal, cocoanut and mustard. [7 pages]

(b) Economic animals :—Silkworm, fish, Poultry bird and cow. [6 pages]

(5) General idea in outline about food—carbohydrate, fat & protein. [6 pages]

(6) Outline knowledge of :—

(a) Medicinal plants—Penicillium, Sarpagandha (Rauwolfia Serpentina), Dhutura. [4 pages]

(b) Pest and disease-producing animals—fly, mosquito, rat [4 pages]

(7) Demonstration by actual specimens and where specimens are not available by models and charts of the various items mentioned in the course-content. Students should be encouraged to collect specimens and perform suitable experiments wherever possible. [10 pages]

CLASS VIII—90 pages (Suitably illustrated, printing : Pica type. Size 1/16 Double Demy. Size of the diagram 3″×2″ minimum).

(1) Structure of plant and animal cells.

(2) Histology :—Plant tissue, structure of stem (dicot and monocot) root (dicot and monocot) and leaf. [10 pages]

(3) Animal tissue and organs [15 pages]

(4) Outline idea of different systems with functions —

(a) Invertebrate—cockroach and earthworm. [15 pages]

(b) Vertebrate—toad (frequent reference will have to be

made to the organ systems in human being).

[20 pages]

(5) Phenomenon of diffusion, osmosis, absorption, conduction, transpiration in plants. [15 pages]

(6) Students should acquire individual experience by experimentation on the following items :—

Section of stem, root and leaf. External structure of cockroach. External structure and general viscera of toad.

[10 pages]

CLASS IX—125 pages (Suitably illustrated)
Size—Double Demy (1/16)
Type—Small pica
Size of the diagram—3″×2″ minimum

Life functions are to be dealt with reference to plants, animals and human beings to emphasise the similarities in the living organism.

(1) Significance of Photosynthesis and Respiration (Photosynthesis—8 pages
Respiration—12 pages) [20 pages]

(2) Nutrition, Metabolism and Digestion: Food, Vitamins, enzyme, minerals & water. [28 pages]

(3) Circulation and blood. [20 pages]

(4) Movement and locomotion. [20 pages]

(5) Excretion. [10 pages]

(6) Soil, virus and microbes. [10 pages]

(7) Students should acquire individual experience by experimentation on the following items :—

(a) Role of Nitrogen, Phosphorous and Potassium in growth in plants. Experiments on Respiration and Photosynthesis. [7 pages]

(b) Cockroach : alimentary canal, Toad—digestive system. [5 pages]

(c) Collection of life history stages of mosquito or butterfly. [3 pages]

(d) Effect of Physical exercises on Respiration and Circulation. [2 pages]

CLASS X—125 pages (Suitably illustrated)
Size—Double Demy (1/16). Type—Small Pica type.
Size of the Diagram—3″×2″ minimum

(1) Introduction to Nervous system and Sense Organs (Detailed description not required). [15 pages]

(2) General idea about Hormones. [10 pages]

(3) Cell division and its significance—mitosis and meiosis (outline stages only), detail not required. [10 pages]

(4) Growth and reproduction. [15 pages]

(5) Heredity (outline idea only illustrating simply inheritance). [10 pages]

(6) Evoluton (outline idea). [10 pages]

(7) Adaptations as exemplified by specimens mentioned in the course-content. [20 pages]

(8) Carbon cycle, Nitrogen cycle and Oxygen cycle. [10 pages]

(9) General idea about Eco-system and conservation. [15 pages]

(10) Students should acquire individual experience by experimentation on the following items :—

Experiments to show growth, Phototropic movement and Geotropic movement.

Toad—excretory system and male reproductive system. Heart and arterial arches. [10 pages]

N.B. :— A class Note-book should be maintained which should be illustrated with accurate Diagrams. The main idea of holding demonstration and experimental classes is to initiate a training in observation and inference.

[A single text-book covering the syllabuses for Class IX & X may be allowed from 1975].

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(4) GENERAL SCIENCE

[For External Candidates only]

OBJECTIVES :

1. The course of General Science for the private Candidates who will be appearing in the final examination from 1976 onwards under the reorganised pattern of Secondary Education comprises (i) Physical Sciences and (ii) Life Science in which detailed description of instruments and experiments should be avoided as far as possible.

2. The objective should be more or less the same as in the Syllabus for the regular candidates, emphasis being given on empirical knowledge based on scientific facts.

3. The approach should be topic-oriented and the course content should be related to life situation.

4. The number of topics will be limited in proportion to the reduced marks of 100; the general standard will, however, remain the same as that of the Syllabus for the regular candidates.

5. Each unit is to be followed by a set of graded questions which will stumulate further thinking and clarify the course-content.

GENERAL SCIENCE

ONE PAPER—100 marks

A. PHYSICAL SCIENCES—50 marks

1. Systems of measurement : Different Physical quantities and their units, measuring devices—ordinary scales, common balance, measuring clinders.
2. Matter and energy : Mass and weight. Law of conservation of energy, three states of matter ; melting, boiling, freezing, evaporation, melting point and boilng point. Idea of latent heat (qualitative) ; heat and temperature ; factors determining quantity of heat. Heat as a form of energy.
3. Rest and motion : Displacement, speed, velocity, acceleration. Newton's Laws of Motion (qualitative). Falling bodies—Simple idea about gravitation.
4. Sources of light, ray of light, reflection and refraction of light, convex lens and its focus ; convex lens as a magnifier; Dispersion of light.
5. Sound : Source. Sound produced by vibration. Medium necessary for sound propagation, velocity of sound in different media. Reflection of sound. Echo.
6. Elementary phenomena showing existence of electric charge, Idea of electric current. Electric current in everyday use. Sources of current ; dry cell, storage battery, generator, Idea about voltage.
7. Magnets—Different types; their uses, Electromagnet and calling bell.

8. Elements and compounds, physical change and chemical change. Factors which induce chemical change. Exothermic and endothermic changes. Symbols ; chemical formulae. Simple idea of valency.
   Simple idea of atom. Molecules and atoms. Elementary idea of the planetary model of the atom. Electrons, neutrons, protons, their relative mass and charge ; constituents of the nucleus. (Treatment should be elementary in nature).
9. Properties and uses of Hydrogen, oxygen, nitrogen and carbondioxide. Preparation of hydrogen and oxygen.
10. Solution : Solvent, solute, saturated and unsaturated solution.
11. Metals and non-metals. Elementary properties and uses of aluminium, iron, copper and zinc. Alloys (brass and bronze).
12. Ideas of acids, bases and salts. Neutralisation. Properties and uses of hydrochloric acid, sulphuric acid, caustic soda, lime, common salt, bleaching powder.
13. Sources and uses of some common substances such as glass, soap, petrol, kerosene and coal.

B. LIFE SCIENCE—50 marks

1. Student and his environment.
2. Component of the environment : Soil, water, air, light, heat, plants and animals and their inter-relation.
3. Acquaintance with various common living and non-living forms.
4. Outline idea about plant and animal kingdom. Importance of classification and scientific name. Brief mention about Linnaeus and his contribution.
5. Outline structures of (a) Pea and (b) Toad—Organ system with function of pea and toad.
6. General idea about basic tissues of plants and animals—

—Parenchyma, collenchyma, sclerenchyma, xylem, phloem, epithelium, connective tissue, muscular tissue and nervous tissue (details not required).

7. Cell, protoplasm and its composition. Brief mention about Robert Hooke and his contribution.
8. General idea about carbohydrates, protein, fat, salts and minerals. Food and vitamines (details not required).
9. Role of photosynthesis and respiration in life and their significance (chemical reaction not required).
10. Broad idea about nutrition, circulation and excretion in plants and animals. Brief mention about William Harvey.
11. Outline idea about movement in plants and animals. Brief mention about Sir Jagadish Chandra Bose and his contribution.
12. General idea about cell-division, reproduction, heredity and evolution. Brief mention about Charles Darwin and Gregor Mendel.
13. Role of plants, animals and bacteria in relation to human being. Brief mention about Louis Pasteur.

CHAPTER VI

(1) INDIA AND HER PEOPLE : HISTORY

The main objectives of teaching history will be :—

(1) To inculcate the love of the motherland, reverence for its past, and a belief in its future destiny as the home of a united co-operative society based on love, truth and justice.
(2) To awaken in the pupil a proper understanding of his social and geographical environment and an urge to improve it.
(3) To develop the basic concept of India as a land of unity in diversity and strengthen the growth of national solidarity.
(4) To broaden the pupil's mind so as to develop mutual respect for various religious and culture patterns.
(5) To imbibe and develop the individual and social virtues that make a man a reliable associate and trusteed neighbour.
(6) To develop a sense of the rights and responsibilities of citizenship and inspire a sense of pride and dignity in personal honesty.

CLASS VI

HISTORY OF BENGAL

Geographical boundaries of Bengal

A. (i) Bengal in ancient times (References in the Vedas and the Epics. In Jaina, Buddhist literature, from the invasion of Alexander to the rise of the Guptas 326 B.C.—320 A.D. (Bare outlines). [2 pages]

(ii) Sasanka of Gauda (606-637 A.D.). *Career, Religion*, extent of his kingdom. *[3 pages]*

(iii) The Palas—Election of Gopala, Dharmapala, Devapala (750 A.D.—850 A.D.)

Civilisation & Culture in the Pala Period (Sanskrit literature, Buddhist Scholarship, Vernacular literature, Charyyapada & Vaishnava Poems ; Universities — Uddandapura and Vikramsila, Patronization of Nalanda University ; art and architecture) Silabhadra, Atisa or Dipankara Srijnana, Pandit Dharmapala. [6 pages]

(iv) Decline of Pala Power ; Kaivarta Revolt : Rampala and the revival of the Palas—his conquest & career. Literature—Ramcharitam of Sandhyakara Nandi, Chakrapani Dutta (Medical treatise). [4 pages]

(v) The Senas—Bijaya Sena, Ballala Sena ; Lakshmana Sena ; Literary works ; revival of Brahmanism in Bengal ; Social reforms. [6 pages]

B. (i) Conquest of Nadiya, Capital of Lakshmana Sena by Ikhtiyar Uddin Muhammad-bin Bakhtiyar Khalji (1205 A.D.). [1 page]

(ii) Rulers of Bengal : Iliyas Shah ; Ghiyas-ud-din Azam, Raja Ganes, Husain Shah, Nusrat Shah. [5 pages]
Literary works ; Religious Toleration—Social and Religious Reforms—Sri Chaitanya—Spread of Vaishnavism. [5 pages]

(iii) Bengal's resistance against the Mughals. Isankhan, Kedar Roy, Pratapaditya. [5 pages]

C. (i) Mughal Rule in Bengal : (outline only) Murshid Kuli Khan, Sujauddin, Sharfraj, Alivardi, Sirajaddowla, Bargir depredations. [5 pages]

(ii) (a) Advent of Europeans, Principal Trade Settlements ; Conflict with the English—Plassey.

[5 pages]

(b) Growth of English Power in Bengal—Clive, Mirzafar, Mir Kasem, Grant of Diwani, the Famine (1770), Permanent Settlement.

[5pages]

D. Renaissance in Bengal : Rammohan Roy, Debendranath Tagore, Iswarchandra Vidyasagar, Rajnarayan Basu, Kesab Chandra Sen, Sri Ram Krishna Deva, Bankim Chandra (Bare outline). [10 pages]

E. Bengal Partition (1905): Swadeshi Movement and its leaders—Surendranath Banerjee, Anandamohan Basu, Rabindranath Tagore, Aurobindo Ghosh, Bipin Chandra Pal, Deshabandhu Chittaranjan Das. [8 pages]

F. Revolutionaries of Bengal—with special reference to Rashbehari Bose, Bagha Jatin, M. N. Roy, Khudiram, Benoy-Badal-Dinesh, Surya Sen and Chittagong Armoury Raid : Matangini Hazra, Netaji and I.N.A. [13 pages]

G. Regeneration of Bengal in the 20th century :

(a) Swami Vivekananda, (b) Sister Nivedita,
(c) Rabindranath Tagore, Asutosh Mukherjee, Jagadish Chandra Bose, Prafulla Chandra Ray, Aswini Kumar Dutta, Subhas Chandra Bose, Kazi Nazrul Islam, A. K. Fazlul Haque, Bidhan Chandra Ray.

[15pages]

H. Second Partition of Bengal (1947)—Boundaries of undivided Bengal and of partitioned Bengals (East Pakistan and West Bengal) with relevant historical background.

[5 Pages]

I. Rise of Bangladesh (1970-71)—(i) Sheikh Mujibar Rahman—Career—Awami League. (ii) India's contribu-

tion towards the Freedom Struggle of Bangladesh.

[7 pages]

A text book should contain 120 pages of which the text should comprise 110 pages and illustrations including Maps, Time lines and Charts—10 pages. The book should be of 1/16 Double Demy Size and printed in Pica type.

N.B. It is desirable that in writing text-books the authors should stress the distinctive features of the life and culture of the people of Bengal without going into unnecessary details, Bengal's links with the rest of India should not be overlooked and the approach should not suffer from a narrow regional bias.

CLASS VII

From the earliest times to the death of Aurangzib (1707 A.D.)

			Pages
A.	(i)	Antiquity of India and Her Civilisation (bare outline)	2
	(ii)	Indus Valley Civilisation : Social, Religious and Economic life of the Indus Valley People	4
	(iii)	The Vedic Aryans : Vedic Literature and Religion : Social and Economic Life of the people. Later Vedic Literature. The Epics.	6
	(iv)	Life and teachings of Mahavira and Buddha.	4
	(v)	Bare outline of the General History during the period of :—	16

	Pages
(a) Bimbisar to Asoka	
(b) Kanishka	
(c) Chandragupta I to Skandagupta	
(d) Harshabardhan to Mahendrapala Pratihara	
(e) Sasanka of Gauda to Devapala	
(vi) Social and Cultural life of the people as revealed in Arthasastra and accounts of Megasthanis, Fa-Hien and Hiuen-Tsang	6
(vii) The Gupta Period : The Golden Age : Literature, Art and Science	4
B. India and her neighbours : Idea of Greater India and her relation with Central Asia, East Asia, Ceylon and Tibet	6
C. Resistance against foreign invasions : Porus, Chandragupta Maurya, Gautamiputra Satkarni, Chandragupta-II, Yasodharmana, Skandagupta, Dahir of Sindh, Jaipal and Anandapal, Prithwiraj Chauhan	14
D. Bengal—Society and Culture in the Pala and the Sena Periods	8
E. South India (in bare outline)—Achievement of the Chalukyas, Pallavas, Rastrakutas and Cholas	10
F. (a) Life and teachings of Hazrat Muhammad	
(b) Sultan Mahamud of Ghazni ; Mahmud of Ghur, the slave kings of Delhi, the Khaljis, the Tughluqs and the Lodis ..	18
G. Vijoynagar and Bahamani Kingdoms (in bare outline)	4
H. Religious and Social Reformers—Ramananda, Kabir, Chaitanya, Nanak, Ramdas ..	8

		Pages
I.	The Mughals : Babur—resistance by Sangram Singha : Humayun—Sher Shah, Akbar—his conquest, Rana Pratap's resistance : Jehangir—Sahajahan—Aurangzib : Rise of the Marathas : Sivaji—Death of Aurangzib 1707 ..	25
		135

Total number of pages of matters and illustrations should not exceed 150 pages (Matters 135 and 15 pages of illustrations : Pica Type—Double Demy).

CLASS VIII

		Pages
I.	Decline of Mughal power after Aurangzib : Rise of the Marathas under Sivaji—bid for empire under the Peshawar—Third Battle of Panipat	12
II.	(a) Advent of the Europeans : the trade settlements ; Anglo-French rivalry upto 1760	10
	(b) Growth of English Power :	
	(i) Clive to Dalhousie : Nature of Resistance in Bengal—Alivardi, Sirajuddowla and Mirkasem : Resistance in Mysore—Hyder Ali and Tipu Sultan—Resistance offered by the Marathas : Sikh resistance : Revolt of 1857—Abolition of East India Company ..	33
	(ii) Elgin to Curzon	5

Pages

(c) Reforms : Social, educational and administrative under Warren Hastings, Cornwallis, Bentinck, Dalhousie, Ripon and Curzon 15

(d) India on a wider canvas (in outlines) : Her relation with Afganisthan, Bhutan, Tibet, Burma and Ceylon 10

III. History of Freedom Movement : Indian National congress—W. C. Bonnerjea—Swadeshi Movement — Surendranath—Bepin Chandra—Aurobindo—B. G. Tilak —L. Lajpat Roy — Revolutionary Movement—Gandhiji's Non-Violent Non-Cooperation Movement—Abdul Gaffar Khan —Deshbandhu Chittaranjan — Jawaharlar Nehru — Abul Kalam Azad — Subhas Chandra Basu—Gandhiji's Civil Disobedience Movement — Quit India Movement—Netaji's War against the British and formation of Azad Hind Government — British withdrawal—Independence 50

IV. Impact of important World Events during the period (1707-1947) on India and Her People—American War of Independence — French Revolution — The Industrial Revolution—First World War—Russian Revolution—League of Nations—Chinese Revolution—Second World War—The U.N.O. 15

Text-matter—150 pages—Illustrations etc. 15 pages, Total : 165 pages, Double Demy, Pica type.

CLASSES IX & X

Part—A

HISTORY OF INDIA UPTO THE MIDDLE OF THE 19th CENTURY

I. Geography : Its influence on the country, its people, and History.
Elements of India's Population—Evolution of composite culture—Fundamental unity. (5 pages)

II. Source material : Ancient, medieval and modern period. (4 pages)

III. Antiquity of India and her civilisation : Indus Valley Civilisation. Coming of the Aryans, Civilisation and religion as revealed in the Vedas and the Upanishads. (8+2 pages)

IV. Growth of Jainism and Buddhism. (5 pages)

V. (i) Foreign Invasions : Persian, Greek (Macedonian and Bactrian) Scythian (Saka-Parthians, Kusanas and Huns). (4 pages)
(ii) General nature of resistance. Impact of foreign inroads on the social and cultural life. Redisposition of Indian Society : Rise of the Rajputs. (6 pages)

VI. Bid towards Imperial Unity : its different phases : Under Magadha : (i) From Bimbisara to Asoka. (5 pages)
(ii) Chandragupta I to Skandagupta. (5 pages)
Under Kanauj : From Pusyabhuti Harsha to Pratihara Mahendrapala. (2 pages)
Under Gauda : From Sasanka to Devapala. (5 pages)

VII. Society and Culture (in North and South India) from the 4th Century B.C. to the 14th Century A.D. (10 pages)

VIII. Indian Culture and Civilization beyond India. (5 pages)

IX. (a) Rise, growth and decline of Turco-Afghan Power. (10 pages)

(b) Rise, growth and decline of Mughal Power in India. (10 pages)

X. Impact of Mahomedan rule on social and economic life : on art, architecture, literature, language and religion. Religious reformers. (10 pages)

XI. (a) The Marathas : From Sivaji to Baji Rao-II (in outline). (10 pages)

(b) The Sikhs : from Nanaka's successors to Ranjit Singh (in outline). (8 pages)

XII. Advent of the European : Their rivalries : Emergence of the English—From Trade to Political domination. (6 pages)

XIII. Expansion of British Power from Clive to Dalhousie (References to wars with Sikhs in outline). (8 pages)

XIV. (i) Reforms under Warren Hastings, Cornwallis, Bentinck, Ripon and Dalhousie. (5 pages)

(ii) Social, cultural and religious reforms under Indian initiative. (12 pages)

Rammohan Roy, Derozio and Young Bengal. Brahma Samaj leaders, Iswar Chandra Vidyasagar, Syed Ahmed Khan, Prarthana Samaj, Dayananda, Ramkrishna Paramhansa.

XV. Reaction against British rule. Background of the Mutiny and Revolt of 1857—Causes, progress, nature. Its outcome. End of the rule of the East India Company. India on the threshold of a new era. (10 pages)

The book on Part A should consist of 185 pages with 30 pages of illustrations.

Part—B

History of Freedom Movement.

I. (a) Impact of western contact. Remarking of India : introduction of western education—intellectual re-awakening, growth of Indian Nationalism. Impact of the ideas preached by Bankim Chandra and Vivekananda : economic exploitation of the people, educated unemployment, sense of unity fostered by easy means of communication, role of the Press, rediscovery of India, Urge towards responsible government. (10 pages)

(b) Political association from the Landholders' society to the Home Rule League. (3 pages)

(c) Indigo Agitation, protest against Arms Act and the Vernacular Press Act, Ilbert Bill controversy, leadership of Surendranath Banerjee. All India National Conference, 1883. (7 pages)

II. Foundation of the Indian National Congres, 1885. Its leaders and activities upto 1905. Changing role, Congress not destined to be Her Majesty's opposition : Growing discontent against the policy of 'Prayer and petition.' (6 pages)

III. Partition of Bengal (1905)—a Challenge to Indian Nationalism. Swadeshi and Boycott Movement. Muslim Participation. National Education Movement. (8 pages)

IV. (a) Growth of militant nationalism. Bal Gangadhar Tilak, Aurobindo Ghosh, Bepin Chandra Pal, Lala Lajpat Rai. (6 pages)

(b) Revolutionary struggle in Bengal, Maharashtra and the Punjab. (9 pages)

V. New leader : M. K. Gandhi. Aftermath of World War I. Disillusionment against the British and discontent against their measures of repression. Jalianwalabagh Massacre. Gandhiji's concept of Satyagraha—non-violent Non-co-operation and Khilafat movements—a short history. (Congress divided : the Home Rule Movement ; the Swarajya Party : revival of Revolutionary extremism). (15 pages)

VI. New phase in the Freedom Movement : The Lahore Congress ; demand for complete independence under Jawaharlal Nehru's leadership, historical importance of the 26th January, British Policy of "kicks and kisses". Round Table Conferences. Civil Disobedience Movements, Role of Jinnah and Muslim League, Abdul Goffar Khan, Abul Kalam Azad, Congress participation in Government—disillusionment. (20 pages)

VII. Impact of the Second World War. 'Quit India' and August Upsurge. Netaji and the I.N.A. Exploits of the Azad Hind Fauj. The Naval Revolt. Failure of British efforts at conciliation : Cripps Mission, Cabinet Mission. Interim Government. Transfer of Power—Indian Independence Act, 1947—creation of two Dominions—India and Pakistan. India as Republic (1950). (16 pages)

Part—C (25 pages)

A. **Broad features of Indian Constitution.** (22 pages)

I. Independent India : Constituent Assembly : Making of the Constitution. Preamble, the National Flag, the National Anthem. Broad features of the Constitution (The Indian Union and the Constituent States and

Union Territories. Parliament, the Union Executive), the Judiciary. The State Executive, Legislature and Judiciary.

II. The Electorate. Directive Principles of State Policy.
III. Fundamental Rights.

B. **Citizenship—Rights and Duties of the Citizen.** (3 pages)

The book on Parts B and C will consist of 140 pages with 15 pages of illustrations on Part B.

(There shall be one book for History of India and Her people for Classes IX & X. But in view of the fact that it may not be possible to publish a complete book for Classes IX & X, the publishers may be permitted, as a special case, to bring the book out in two volumes. Part A of the syllabus may be incorporated in the 1st volume which may be taught in Class IX. The book should be printed in Small pica and Size Double Demy (1/16).

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(2) INDIA AND HER PEOPLE : GEOGRAPHY

THE OBJECTIVES OF THE STUDY OF GEOGRAPHY :

The objective of teaching Geography to the pupils of Secondary Schools will be mainly to develop a sense of awareness in them of lives and activities of the people of India and to make them understand their potentialities in the background of natural setting of the country as well as how the people have adjusted their lives with the environment. With this objective in view, a regional approach, which synthesises elements of physical geography and human activities, has been taken up in framing the syllabus in geography.

Physical features and processes of physical environment are to be treated in an integrated manner along with the regional geography.

Major development projects undertaken in the country for the utilisation of resources in the post-Independence era form an important part of the syllabus.

India's relationship with the outer-world including human activities in trade and commerce has also to be emphasised.

SYLLABUS IN GEOGRAPHY

CLASS VI

Text-Book :

(60 pages reading matter and 20 pages maps, charts, diagrams, photogaphs etc.) Size 22″×32″ 1/16 and Pica type.

1. The inhabitants of West Bengal—Their food, dress, shelter and occupation : Land forms including mountains, plateaus and plains, soil, rivers and climate. Products—forest, agriculture, livestock, fish, minerals and Industries. (60 pages)
2. A brief outline of the land, people and products of (a) Tripura (b) Bangladesh (20 pages)

CLASS VII

Text-Book :

64 Pages (50 pages reading matter and 14 pages maps, charts, diagrams, photographs etc.) Size—22″×32″, 1/16 and pica type. 10% variation allowed as usual.

1. Situation of West Bengal in relation to the neighbouring states and countries .. 2 pages
2. A Geographical study of the following areas of West Bengal :

   The Mountainous tracts of Jalpaiguri and Darjeeling, the Western Plateau area, the Northern and Southern plains, the Sundarbans and the coastal dune tracts of Midnapore. The divisions mentioned above should be explained with the help of a Map of Districts of the State .. 20 pages

3. The development plans of West Bengal with brief reference to irrigation, flood control, development of communications, industries and trade .. 28 pages

CLASS VIII

Text-Book :

112 pages (92 pages reading matter & 20 pages maps, charts. diagrams, photographs etc.). Size—Double Demy. 1/16 and type small pica. 10% variation allowed as usual.

Physical and Economic background of India. A brief outline of the following aspects of India—

1. (a) Situation of India in relation to the neighbouring countries and World.
   (b) India as an epitome of the World.
   (c) Physical features and Drainage.
   (d) Climate.
   (e) Natural Vegetations.

(f) Soils. (a) to (f) .. 24 pages
(g) Agriculture—Irrigation and Crops .. 16 pages
(h) Mineral Resources .. .. 4 pages
(i) Power Resources .. .. 8 pages
(j) Industries (Iron and Steel, Cotton textile, Jute, Paper, Cement, Tea—growth, location and causes, production, problems and prospects) .. 14 pages
(k) Transport and Communications : .. 10 pages

(Road .. 2 pages,
Railways .. 4 pages,
Water transport .. 2 pages,
Air Transport .. 2 pages,
—Air routes linking Calcutta, Delhi, Bombay and Madras).

(l) Distribution of Population : .. 6 pages

(i) Factors affecting population distribution in India.
(ii) Distribution of population in India—Statewise.
(iii) Density of population—Statewise.

(m) Important towns and cities .. 10 pages
(i) Causes of growth of Towns and Cities.
(ii) Cities having population of 10 lakhs and above—their location, population, importance.
(iii) Reference to Cities having population of one lakh and above in different States.

In the description of the items (c) to (f) a brief account of the major elements of Physical Geography pertaining to the aforesaid items should be given.

CLASS IX

(100 pages including illustrations, diagrams, charts, photographs, etc.)
Size Double Demy (1/16) and type Small pica

1. Meaning of the Geographical regions with particular reference to India. (4 pages)

2. Account of the undernoted major Geographical regions of India :

   (a) The Himalayas (b) The Ganga Plains (Upper, Middle and Lower with emphasis on the lower Ganga plains—i.e. West Bengal).

   (c) The Desert. (d) Kutch and Kathiawar Peninsula.

   (e) The Deccan Plateau—including the Lava Region, Mysore Plateau & Chotonagpur Plateau.

   (f) Eastern Coastal Plains (including the deltas of the Mahanadi, the Godavari, the Krishna and the Cauvery).

   (g) Western Coastal Plains.

   (h) The Brahmaputra Valley.

   (i) Hilly States of N. E. India (Sikkim Meghalaya, Arunachal, Nagaland, Manipur, Mizoram and Tripura).

A brief account of the major elements of Physical Geography should be integrated with the descriptions of the aforesaid regions. In the study of the above-mentioned regions emphasis should be laid on the influence of the physical environment on human life and activities with an integrated approach.

CLASS X (72 pages)

(56 pages—reading and 16 pages illustrations, diagrams, charts, photographs etc.) Size Double Demy (1/16) and type Small Pica

1. Regional characteristics of the food, dress, shelter and Languages of the Indian People. (8 pages)
2. India's development with reference to :
   Agriculture, Mineral, Power and Industry—a study of the developmental activities in these fields in the Post-Independence period with special reference to West Bengal. In particular, India's development in Agriculture and Industries under the Five Year Plans have to be highlighted in brief. (24 pages)
3. India in relation to the Outer World :
   (i) The following countries to be studied in respect of their Location, Area, Important Mountains and Rivers, Population and Capital city;
   U.K., U.S.A., U.S.S.R., France, West Germany, Japan, China, Argentina, Brazil and Australia. (16 pages)
   (ii) India's Trade relations with the following adjacent countries :—
   Burma, Sri Lanka, Bangladesh, Pakistan, Afghanistan, Nepal, and Bhutan. (8 pages)

4. Oral—Oral examination will be based on the projects and items of work performed and included in the Work Book.

CHAPTER VII

WORK EDUCATION, PHYSICAL EDUCATION AND SOCIAL SERVICE INCLUDING SCHOOL PERFORMANCE

OBJECTIVES :

The broad objective of the new Course will be to :

(1) Acquaint the pupil with the working community in his environment with a sense of respect and gratitude.

(2) Rouse in him a desire to be also a useful member of the society and contribute his best for the common good.

(3) Enable him to realise the utility of team work, tolerance and sympathetic understanding.

(4) Inspire him to practise work—individual and co-operative—and develop confidence, self-respect and a sense of dignity of labour.

(5) Widen the horizon of his mind and help to form appreciative attitude towards the vast humanity throbbing with work of multifarious nature.

(6) Involve students of Classes IX and X in some form of productive activities in specifically identified areas.

(7) Inculcate in him, through social service, love of the fellow people and the country.

(8) Arouse awareness of good health and encourage him to build up an active, healthy body with broad energetic mind.

Syllabus in Work Education

(50 marks)

Work education lays the foundation for social, intellectual and moral growth and development of a child. An integral approach to

knowledge can only be achieved by making a synthesis of academic and work education. Rich experiences gained by doing things by hands stimulates the brain and desirable nervous bonds are established which are the physical basis of various intellectual abilities like insightful comprehension, critical thinking, making judgements, solving problems, taking decisions and initiative, resourcefulness in handling new situations, etc.

The prevailing educational practice of trying to develop intelllectual faculties only through books and purely academic methods have produced scholars with vague understanding of the subject they have learned and miserable lack of ability to apply effectively the knowledge gained to life situations.

The work education will remedy this basic defect in the present-day educational system and will create a learning situation in which every child will get a chance to grow into a well adjusted and integrated personality endowed with a functional memory and creative thinking.

Hard labour is necessary to fulfil the national targets of production and of other conditions of life. So a positive and loving attitude towards work must be engendered in the school children from the beginning. Through group work the real meaning of democracy and national integration can be achieved. So the importance of work education cannot be too much emphasised.

The aim of the work education is primarily to acquaint the school children with the world of work in their environment. This refers to the first phase of the programme. They will, first of all, observe and understand the nature and process of productive activities without getting themselves directly involved in them. The concern of the work education is not so much with developing skill in a trade as with providing understanding and orientation of the productive process in general.

It is true that guided observation of the productive processes results in their deeper understanding. But unless the students use their own hands in whatever activities their maturity and skill permit,

or unless they have the "feel" of activity in general, it will not be possible for them to realize the full significance of the observed activity.

Secondly, the pre-adolescents show eagerness for creative activities and if they are not given enough chances to exercise and express this dynamic and creative impulse in activities suitable for them the latter is doomed to be nipped in the bud and there remains little possibility for them to revive it at a later age. Moreover, there is a danger of this creative force thus thwarted to manifest in pathological and anti-social behaviour.

The activities chosen should, therefore, be psychologically sound as well as socially useful.

Below is given a suggestive list of the enviornmental activities to which the pupils, specially those belonging to the lower cycle of the Secondary Education may be exposed.

FIRST PHASE OF THE PROGRAMME :

Environmental activities (Classes VI, VII & VIII)

Rural	Urban
1. Agricultural farming	1. Plastic goods manufacture
2. Animal husbandry	2. Small Industrial units.
3. Transport system :	3. Transport :
(i) Bullock cart ;	(i) Roadway ;
(ii) Cycle-Rickshaw ;	(ii) Railway ;
(iii) Roadway ;	(iii) Waterway ;
(iv) Railway ;	(iv) Airways ;
(v) Waterway ;	
4. Rice mill	4. Confectioneries.
5. Bee-keeping & poultry keeping.	5. Fruit preservation.
6. Gur (molasses) manufacture	6. Ceramics.

7. Mat making
8. Training-cum-work centre
9. Village smithy & Carpentry shops.
10. Printing press, etc.

7. Paints manufacture
8. Paper mills ;
9. Electrical goods manufacture
10. Baby creche.

Notes :

The activities taking place in the environment of a child are too numerous to mention. Selection of activities in the list itself concern with productive and commercial activities. There will certainly be different lists with different village and city environments. So there should not be any hard and fast rule.

The selection of industrial, agricultural and commercial centres should, however, be guided by the following principles':

(i) The operation should be somewhat simple so that the young children may easily comprehend.

(ii) The centres should be in the vicinity of the village or city as the case may be.

(iii) The process should be able to enlist the interests of the young visitors.

By previous arrangement, the pupils will be given chance to have first-hand experience of the operation and direct contacts with the workers who may interpret the processes or procedures, if need be.

In certain cases, permission may be obtained from the proper authorities to allow the students to share in the actual working of the business plants, safety and security having been ensured.

The visit should start with a beforehand discussion about the objects to be visited and should end with a follow-up discussion.

The results of observation and direct experience thus gained must be entered in the work-books of the students under the guidance of the teacher in an orderly and systematic way.

As pointed out earlier the pre-adolescents are bubbling over with productive and creative impulses. The knowledge of the environmental activities will reinforce their ardour for work. And it will be educationally wise to provide channels for this nascent dynamic force to take concrete shapes in socially useful ways. They should be encouraged to engage in some simple and inexpensive activities without sophistication.

Below is given a suggestive list :

Simple activities : (Classes VI, VII & VIII)

1. Spinning
2. Paper-cutting
3. Cardboard work
4. Broomstick making
5. Clay modelling or working with plasticine materials.
6. Cookery
7. Safety Education.
8. Puppetry.
9. Preparing articles for children's dram.
10. Packing tooth powder.
11. Taking care of pet animals.
12. Washing & drying their own clothes.
13. Home Gardening.
14. Child care training.
15. Needle-Work.

Notes :

Here also many other simple activities may be enumerated. It will be evident that items of the list represent persistent life situations. As for example, spinning is a simple activity. Often the usefulness of the threads spun by the young children is under-estimated. The threads may not be very fine or have much tension value. But such useful articles as dusters, 'Asans' etc. may be made with the threads. These articles will be used by the school and children themselves. The threads may even be woven by their elder brethren or by the work-cum-training centre or by a khadi agency into half-pants and half-shirts. This will remove a long-felt need of the poorer students.

The young children find a great delight in handling matter and

7. Mat making
8. Training-cum-work centre
9. Village smithy & Carpentry shops.
10. Printing press, etc.

7. Paints manufacture
8. Paper mills ;
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The young children find a great delight in handling matter and

materials. It will be thrilling to them if they find their products being used and admired in their school and family perhaps. In paper cutting and cardboard work, they produce many kinds of paper toys, festoons, paper bags, etc. which can be used in school decorations, celebration of special occasions, in the school co-operative etc. Products of clay modelling and toy-making may also be sold in the school co-operative store and in fairs.

The tooth powder in the cardboard boxes made and labelled by the students will be distributed to them at the cost or subsidized price.

The broomstick made by the students will be used in the school cleanliness programme and their personal cleanliness will be served by washing their clothes with the soap made by the older students.

The students belonging to classes VI to VIII mainly assist in the projects being carried out by the students of classes IX and X. The pre-adolescents will be held responsible neither for the projects nor for any other activities they do. The idea is just to expose them to the world of work around them and to initiate them to share in the group-work catering to the needs of the school, of themselves and local community. The principle of non-involvement does nevertheless mean that there will be no seriousness in their work. The objectives of Work Education will be foiled, if the work, however, simple is not purposive, meaningful and socially useful.

Distribution of Marks in Work Education
For Classes VI, VII & VIII :

— 50 marks

1)	Work-book	10
2)	Environmental activities/ simple activities	30
3)	Excellence	10
		50

SECOND PHASE OF THE PROGRAMME.

A sample of doing projects (Class IX and X)

Rural	Urban
1. School agricultural farm-paddy cultivation.	1. School graden (Pot culture).
2. Kitchen gardening—vegetable production.	2. Home-made paper for school use.
3. Horticulture.	3. Book binding.
4 Compost making. (i) Green (ii) Urine (iii) human night soil.	4. Running a school-co-operative store.
5. Small poultry farm.	5. Phenyle and other disinfectants making.
6. Spinning & Simple weaving.	6. Cane bamboo work.
7. Bee-keeping.	7. White washing, painting and decorating the school building.
8. Extension education.	8. Improvising scientific instruments and apparatus.
9. Clothing & construction.	9. Maintenance of personal health habits.
10. Nutrition.	10. Control of communicable disease.
11. Family life education.	11. Diet.
12. Cookery.	12. Cookery.

13. Soap making	13. Needle work.
14. Candle making.	14. Toy and fancy goods making with wood and metal.
15. White washing, painting and decoarting the school building.	15. Home Management.
16. Toy and fancy goods making with wood and metal.	16. Art in everyday life.
17. Laundering.	17. Social welfare.

Notes :

It is evident from the above list that the projects have been chosen on the merit of their immediate usefulness to the school, the students and the local community. This list is also suggestive and different lists may be necessary to suit different environmental needs.

That knowledge is undivided can best be perceived by the students when lessons on the academic subjects are integrated with the work they do. So, every opportunity should be taken to integrate the school-subjects with the projects. It may, however, be necessary for the novice teachers to learn and develop skill and technique of conducting correlated and integrated lessons. Projects listed above have been chosen for their productive and commercial nature. With regard to 'Doing Projects' under Work Education for Classes IX & X the minimum and maximum number of projects to the undertaken by students should be two and four respectively. The project may be taken up by students individually or in a group which should normally consist of five students. Students should take up one project at a time.

Short-term education projects may also be incorporated into the Work Education Curriculum. Below is given a suggestive list.

Educational projects :

1. Saga of insects.
2. Water in every day use.
3. Plant kingdom.
4. Russia.
5. Wall magazine.
6. Rupamoy Bharat.
7. Himalayan expedition.
8. Stars and planets.
9. Diseases and accidents.
10. Freedom struggle in India.

Notes :

The above and many other projects specially on science and on technology were actually carried out with considerable success. So their feasibility in school cannot be questioned.

At this stage there should not be any rigid distinction between the projects suitable for boys and girls. Most of the projects and activities will suit the ability, aptitude and interest of both male and female students. It is also not possible at this initial stage to grade the activities and projects classwise. The grading may evolve with increasing experience.

The clasification of the activities and projects for rural and urban environments is provisional. They are interchangeable wherever possible.

The planning of the projects should be made very carefully giving the regard to the availability of trained personnel, necessary materials, time required, knowledge and abilities of the students, financial implications and community resources.

The chosen projects must be submitted to the West Bengal Board of Secondary Education for final approval.

To get the full educational benefit from the project, the teacher concerned should see that the choice and planning of a project are done in collaboration with the students. Without their spontaneous interest it will be very hard to execute the project satisfactorily. This does not, of course, mean the choice, planning and the execution of a project will have to be left to the whims of the students. The

students should be made to reason and consider the pros and cons of a project before launching it. This responsibility rests with the teachers.

Students should also be guided to make effective evaluation from time to time of the progress of their project. This will offer scope for rectification of defect, improvement of methods and other set-backs.

The workbook is very important in so far as one can get an entire view of the work experience of an individual child. So the work-book should be designed with the help of experts in order to ensure a correct and comprehensive record of the work done.

The participation or sharing in activities and projects may be assessed on a rating scale. The teacher may also wish to keep anecdotal records for special cases. The work-book may similarly be assessed and subsequently converted to numerical marks, the full mark being 50 for work education.

Though work education does not aim at developing skill in a particular trade, it does aim at fostering a preparedness or readiness for the actual vocational or developmental work; the students will be called upon to do in their adult life.

Distribution of Marks in Work Education
For Classes IX &X

— 50 marks

1) Work-book .. 10 [To be suitably distributed to different projects]

2) Products .. 20 [To be suitably distributed to different projects, weightage being given to a project or projects involving more time, labour and attention]

3) Attainments .. 20 [Inclusive of 5 marks for over-all excellence—this 5 marks will be kept reserved for **'Credit'** for performance in Classes VI, VII & VIII for the MADHYAMIK PARIKSHA from 1979 onwards]

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50

SYLLABUS IN PHYSICAL EDUCATION

(30 marks)

OBJECTIVES

If the subject is looked upon in its narrowest sense—as the training of the body—the claims of physical education theories may well be looked upon as extravagant. But, considered as one of school methods of guiding development and encouraging the formation of good habits of living, and of giving opportunities for the exercise of powers of judgment, self-control and other mental and moral qualities, systematic physical activities in one form or another may be admitted to provide valuable assistance in a complete educational scheme.

The aim of physical education is to effect some beneficial action upon the physical, mental and moral (or physiological and anatomical, neurological and psychological) development of children. Briefly stated, the aims of a well-taught lesson should be :

(a) to assist the growth of the body in such a way that each organ is aided in adopting the position in which it is best able to carry out its functions i.e., the position in which there is no interference due to displacement of pressure ;

(b) to assist the development of the efficiency of all organs through muscular activity ;

(c) to help in the co-ordination of muscles and nerve-centres, so that complex muscular movements become easy, quick and intelligent response to the needs of a situation is ensured, lower nerve-centres take over minor duties and leave the higher centres free for more important matters, and higher nerve centres build up associations which may be of use in the future ;

(d) to give opportunities for the exercise of certain characteristics which will be of value to the individual and to his community in after life. Habit is of very great importance in the determination of character, and practice in good habits is a definite educational factor. The physical education lesson should, therefore, aim at the provision of situation in which the response is to some extent controlled by the teacher in order that the habits formed may be of good ones. Obedience, self-control, co-operative efforts, unselfishness and fair play are only a few of the qualities that should be demanded of pupils during organised activity.

FOR BOYS

Activities may be grouped in the following eight units according to their broad characteristics :—

I. Formal activity :

(a) Calisthenics
(b) Marching
(c) Light Appratus Drills (Lazium, Indian Clubs, Dumbbell, Wand etc.)
(d) Yogic exercises

	(e) Indigenous exercises (Dands, Baithaks, Surya Namaskar etc.)
II. Individual activity :	(a) Gymnastics (Floor and Apparatus)
	(b) Athletics
	(c) Aquatics. [Special precaution should be taken]
III. Organised Games :	(a) Football
	(b) Hockey
	(c) Cricket
	(d) Volleyball
	(e) Basketball
	(f) Kabadi
	(g) Kho Kho
	(h) Soft Ball
	(i) Tenikoit
	(j) Badminton
	(k) Table Tennis
IV. Games of low Organisation :	(a) Hindusthan Ball
	(b) Net Ball
	(c) Throw Ball
	(d) Paddle Tennis
	(e) Dariabandha
	(f) Relay Games
	(g) Tag/Chasing Games
	(h) and other lead-up games.
V. Defensive activity :	(a) Lathi
	(b) Judo
	(c) Wrestling

VI. Rhythmic activity :

(a) Folk dance & songs (Bratachari, Tipri etc.)
(b) Action songs.

VII. Outdoor activity :

(a) Camping
(b) Excursion
(c) Hiking
(d) Mountaineering
(e) Trekking

VIII. National Ideals & Citizenship development activity :
[Compulsory for Classes VI to X]

(a) National and community songs
(b) Celebration of National Festival and School functions
(c) Personal & Community Hygiene and good habits
(d) First Aid
etc. etc.

Activities may be selected from among the suggested activities under different broad units according to available facilities (e.g., Ground gymnasium for hall, apparatus, finance etc.) Although attempt may be made to provide as many activities as possible, provision for at least one activities from each of the broad units should be made ; and evaluation would be made on any one of the activities taught from each unit.

For those who are handicapped, the programme should be suitably adapted and test battery should be modified accordingly.

CLASSES IV, VII AND VIII

Terms	Broad Units	Activities (Boys')	
1st Term (January to March)	I. Formal Activity	Calisthenics Marching	
	II. Individual Activity	Gymnastic (without apparatus) Athletics.	
	III. Organised Games	Hockey Soft Ball Tenikoit Kho-Kho Table-Tennis Badminton.	N.B. Volleyball and Basketball may be introduced in class VIII and also Cricket.
	IV. Games of low organisation	Hindusthan Ball Daria Bandha Paddle Tennis Relay Games Rag Games.	
	V. Defensive activity	Lathi Judo	
	VI. Rhythmic activity	Folk songs & Dances Action Songs	
	VII. Outdoor activity	Camping, Hiking Excursion Mountaineering Trekking	
	VIII. National Ideals developing activity and Citizenship	National and Community Songs Celebration of National festivals and school functions	

Terms	Broad Units	Activities (Boys')
2nd Term (April and May)	I.	Calisthenics Marching, Light Apparatus Drills.
	II.	Gymnastics.
	III.	Hockey Football Kabadi Kho-Kho Soft Ball Tenikoit
	IV.	As in 1st term
	V.	—do—
	VI.	—do—
	VII.	NIL
	VIII.	National & Community songs, Celebration of National Festivals and school functions. Personal & Community Hygiene and Good habits.
3rd Term (July, August & September)	I.	Calisthenics. Yogic exercise, Indigenous exercises.
	II.	Gymnastics Acquatics. [Special precaution should be taken].
	III.	Football Kābadi Table Tennis Tenikoit.

Terms	Broad Units	Activities (Boys')
	IV.	Daria Bandha Relay Games Tag Games and other lead up games.
	V.	As in 1st. Term
	VI.	—do—
	VII.	NIL
	VIII.	As in 2nd term plus First Aid.
4th Term (November, December)	I.	Calisthenics Yogic exercises. Indigenous exercises. Light apparatus Drills.
	II.	As in 1st term
	III.	do
	IV.	do
	V.	do
	VI.	do
	VII.	do (May be conducted after the annual examinations).
	VIII.	As in 2nd Term plus Personal & Community Hygiene and Good Habits.

Distribution of Marks in Physical Education For Classes VI, VII & VIII

— 30 marks

1) Physical Fitness	.. ..	5
2) Individual/group activities (four activities—4×5)	..	20
3) Excellence	.. ..	5
		30

For Classes IX & X

Terms	Broad Units	Activities (Boys')
1st Term (January, February, March)	I	Calisthenics Marching.
	II.	Gymnastics (floor & apparatus). Atheletics.
	III.	Cricket Basketball Volleyball Hockey Softball Kho-Kho Tenikoit Badminton Table Tennis
	IV.	Hindusthan Ball Daria Bandha Relay games Tag games—
	V.	Wrestling Judo Lathi
	VI.	Folk Dance & Folk songs Action songs.
	VII.	Camping Hiking Excursion Mountaineering Trekking

Terms	Broad Units	Activities (Boys')
	VIII.	National & community songs celebration of National Festivals and School functions.
2nd Term (April & May)	I.	Calisthenics Marching Light Apparatus Drills.
	II.	Gymnastics
	III.	Hockey Football Kabadi Kho-Kho Softball Tenikoit Table Tennis
	IV.	As in 1st term
	V.	As in 1st term
	VI.	As in 1st term
	VII.	NIL
	VIII.	National & community songs Celebration of National Festivals and School functions. Personal & Community Hygiene and Good Habits.
3rd Term (July, August & September)	I.	Calisthenics Yogic Exercises Indigenous Exercises.
	II.	Gymnastics Aquatics (special precaution should be taken)

Terms	Broad Units	Activities (Boys')
	III.	Football Kabaddi Table Tennis Tenikoit
	IV.	Daria Bandha Relay games Tag Games and other lead-up games
	V.	As in 1st term
	VI.	As in 1st term
	VII.	NIL
	VIII.	As in 2nd Terms plus First Aid
4th Term November, December)	I.	Calisthenics Yogic exercises Indigenous exercises Light Apparatus Drills.
	II.	As in 1st term
	III.	As in 1st term
	IV.	As in 1st term
	V.	As in 1st term
	VI.	As in 1st term
	VII.	As in 1st term (May be conducted after the annual examination).
	VIII.	Personal & community Hygiene and Good habits.

Distribution of Marks in Physical Education For Classes IX & X

— 30 marks

1) School Records	..	..	6
[Individual performance	— 4		
Group performance	— 2]		
2) Attainment	..	..	15
[Individual performance	—10		
Group performance	— 5]		
3) Excellence	..	..	9
[Individual performance	— 6		
Group performance	— 3]		
			30

PHYSICAL EDUCATION FOR GIRLS'

In framing the syllabi for girls, due consideration has been given to the following factors:

(a) Anatomical difference :
(b) Physiological difference,
(c) Emotional difference.

All the physical educational activities may be listed under seven categories :—

I. **Introductory activities** :—This is a transition from the class work and should be a period of active physical work. Under this group the following should be taught :—

(a) Fundamental movement e.g. Walking, Crawing, Rolling, Running, Skipping, Sliding, Hopping, Jumping, Galloping.

(b) Fundamental formations :—e.g. Line, file, circle, half circles, concentric-circles, square etc.

(c) Posture training.
(d) Marching.

II. **Exercise and Developmental** :—(Exercises for the development of muscles and organs).

Individual as well as collective exercises have a great value for the development of body. The Programme of Physical Education includes developmental exercises and Mass P.T. activities.

Exercises are recommended for each class for developing strength, alertness, agility, endurance, flexbility and all round physical fitness. "Exercise and Developmental" categories consist of following exercise :—

(a) Arm and shoulder exercise.
(b) Leg and balance exercise.
(c) Trunk exercises (dorsal, lateral, abdominal as far as possible).
(d) One combination of exercise (strength, stamina balance and endurance).
(e) One agility exercise.

III. **Skill practice.**
IV. **Group activities.**
V. **Games.**
VI. **Rhythmical activities.**
VII. **Camping and outing activities** (practical projects, first aid, community singing, singing of National Anthem and emotional and National Integration songs).
VIII. National Ideals & Citizenship developing activity (compulsory for classes VI to X).

(a) National and community songs.
(b) Celebration of National Festivals, and School functions.
(c) Personel and Community Hygiene and good habits.
(d) First Aid etc. etc.

The school should be divided into "Houses" for organising "Intramural" (within the school) Competitions. The students should be taken for outing and camping. Camping should be organised along the lines of Girl Guide Organisations. The activities for the classes are listed below in categories :—

CLASS VI

Category I—Introductory Activities.
Category II—Exercise and Developmental.
Categories III, IV & V.

(a) Atheletic Games— (at least two from this group)

(1) Daria Bandha
(2) Captain Ball
(3) Kho-Kho (Fundamental Techniques of games)
(4) Kabaddi (Fundamental Techniques of games)
(5) Skill Practice for Tennikoit and Badminton
(6) Net Ball
(7) Hit or out

(b) Individual Atheletic Events. (at least two from the group)

(1) Ball throwing for distance
(2) Running broad jump—Techniques of the jump.
(3) High Jump — Techniques of the jump.
(4) 50 metres Run — Starting position and finish.
(5) 50 metres Skipping Race.

(c) Relay Races :—

(1) Double circle pass relay
(2) In and out relay
(3) Odd and even relay
(4) Side ward pass relay
(5) Zig zag pass relay

(6) Bounce and Ball relay

(Self-Testing Activities)

(d) Stunts :—Any two of the following :—

(1) Forward Roll
(2) Backward Roll
(3) Bi-cycling
(4) Chair Vault
(5) Ushtrasan
(6) Chakrason

Category VI—Rhythmical Activities (Bratachary and any two of the followings :—

(1) Children's Polka (Germany) Couple Dance
(2) Shoemaker's Dance (Denmark) Couple Dance
(3) Bratachari :—
  (a) Banglar Bratachari Protijna
  (b) Bratacharir Sholopon
  (c) Bhumi Premer Tin Ukti
  (d) Moder Bangla Bhumir Mati
  (e) Chal Aye Kachuri Nashi.
(4) Two suitable Dances from two Tagore's songs.
(5) Fundamental Movements of hands and feet of Classical Dances.
(6) Two Folk Dances of India.

Category VII—Camping and Outing Activities.

Category VIII—National Ideals & Citizenship developing activities :

(a) National and community songs.

(b) Celebration of National Festivals and School function
(c) Personal and Community Hygiene and good habits.
(d) First Aid etc. etc.

CLASS VII.

Progressive work (simple activity to more complex activities) must be stressed in all categories.

Category I—Introductory Activities.

Category II—Exercise and Developmental.

Categories III, IV & V.

(a) Atheletic Games (at least two from this group)

1. Daria Bandha
2. Nine-Court Basket-Ball
3. School room Volley Ball
4. Kho-Kho
5. Kabaddi
6. Basket Ball
7. Tennikoit
8. Badminton
9. Throw Ball
10. End Ball

(4–8: Fundamental skills and techniques of the games.)

(b) Individual Atheletic Events (at least two from the group)

1. 75 Metres Run
2. Running Broad jump —Techniques of the jump.
3. High Jump—Techniques of the jump.
4. Basket Ball one hand shot.
5. Carb Walk
6. 75 Metres Skipping Race.

(c) Relay Races :—

1. Ball passing
2. Chariot race

3. Hoop rolling relay
4. Goal throwing relay

Self-Testing Activities

(d) Stunts :
(Any two of this group)

1. Bi-cycling
2. Chair-vault
3. Hand-stand
4. Dhanurasan
5. Sarvangasan

Category VI—Rhythmical Activities (Bratachari and any two of the following) :

1. Csheboger (Hungary).
2. Circle Dance for couple.
3. Come let us be joyful (Germany) Progressive Circle dance for three's
4. Bratachari.
   (a) Bangla Prem :
   "Bangla Bhumir Premay Amar Pran Hoilow Pagal".
   (b) Jari Nritya — 'Aray Bhalo Bhalo Bhaloray Bhai'.
   (c) Sarigan—'Kayaee Dhan Khailory'.
   (d) Bratacharir Pranati.
5. Two dances composed from suitable Tagore's Songs.
6. Fundamental movements of hand and feet from Classical Dances.
7. Two folk dances of India

Category VII—Camping and Outing Activites.

Category VIII—National Ideals & Citizenship developing activities :

(a) National and Community songs.
(b) Celebration of National Festivals and School functions.
(c) Personal and Community Hygiene and good habits.
(d) First Aid etc. etc.

CLASS VIII

Progressive work (simple activity to more complex activities) must be stressed in all categories.

Category I—Introductory activities.

Category II—Exercise and Developmental.

Category III, IV & V.

(a) Atheletic Games : (Any two of this group)

1. Field Dodge Ball
2. Throw Ball
3. Hindusthan Ball
4. Kho-Kho
5. Tennikoit
6. Basket Ball
7. Kabaddi
8. Badminton.

(items 4–8:) Skill Techniques and rules of the games.

(b) Individual Atheletic Events : (Any two of this group)

1. 80 metres run
2. 80 metres skipping race
3. Running Broad Jump
4. High Jump
5. Cricket Ball Throw
6. Balance Race 50 metres
7. Relay race with baton (4×80 metres)

(c) Relay Races

1. Hold-hop-Relay
2. Human hurdle Relay
3. Obstacle Relay
4. Toss-catch-and-pass relay
5. Wheel-barrow relay

Self-Testing Activities

(d) Stunts : (any two of this group)

1. Full Squat
2. Touch-to-jump
3. Right arm stand
4. Bhujangasan
5. Dhanurasan

Category VI—Rhythmical Activities : (Bratachari and any two of this group) :

1. Gustaf's Skoal (Sweden). Square dance or Quadrille
2. Petty cake Polka (U.S.A.) (commonly called "Chapati" cake in India).

Couple mixer

3. Bratachari :
   (a) "Chal Kodal Chalai"
   (b) "Hate hate dhara dhari taley taley pa rey".
   (c) Bangla Bhumir Dan :— "Amra Bangali Sabai Bangla Mar Santan".
   (d) Dhan Bhana : "O Dhan Bhanoray Bhanoray Murali Gan Suni".
4. Two dances composed from suitable Tagore's songs.

5. Fundamental movement of hands and feet from Classical Dances,
6. Two folk dances of India.

Category VII—Camping and Outing Activities.

Category VIII—National Ideals and Citizenship developing activities :

(a) National and Community songs.
(b) Celebration of National Festivals and School functions.
(c) Personal and Community Hygiene and good habits.
(d) First Aid etc. etc.

Distribution of Marks in Physical Education
For Classes VI, VII & VIII

		— 30 marks
1) Physical Fitness	.. ..	5
2) Individual/group activities (four activities—4×5)	..	20
3) Excellence	.. ..	5
		30

CLASS IX

Progressive work (simple activity to more complex activities) must be stressed in all categories.

Category I—Introductory Activities.

Category II—Exercise and Developmental.

Categories III, IV & V.

(a) Atheletic games (Any two of this group)

1. Captain Ball
2. Basket Ball
3. Tennikoit
4. Badminton
5. Kabaddi
6. Kho-Kho

Skill, Techniques and Rules of games

(b) Individual Atheletic Events : (Any two of the following).

1. 100 metres run
2. 100 metres skipping race
3. Running Broad Jump
4. High Jump
5. Cricket Ball Throwing
6. Discuss Throw.
7. Relay race with baton (4×100 metres)

(c) Relay Races :

1. Square Relay
2. Kho-Kho Relay
3. Shuttle Relay
4. Wheel Relay

Self-Testing Activities :

(d) Stunts : (Any two of this group).

1. Shoulder Rest Tip-up
2. Human rocker
3. Bajrasan
4. Sarvangasan

Category VI—Rhythmical Activities. (Bratachari and any two of the following) :

1. Ve-David-Israel. Circle mixer
2. Rig-a-Jig Mixer (U.S.A.) Mixer
3. Bratachari :—
   (a) Jhumur—"Holo matitey Chander Udai".

(b) Baul — "Aga Daley Basey Kokil Manjh Daley Basarey"
(c) "Karmajoga"
(d) Aguan Bangla.

4. Two dances composed from two suitable Tagore's songs.
5. Fundamental movements of hands and feet of classical dances.
6. Lazium.

Category VII—Camping and Outing activities.

Category VIII—National Ideals and Citizenship developing activities :

(a) National and Community songs.
(b) Celebration of National Festivals and School function.
(c) Personal and Community Hygiene and good habits.
(d) First Aid etc. etc.

CLASS X

Progressive work (simple activity to more complex activities) must be stressed in all categories.

Category I—Introductory Activities.

Category II—Exercise and Developmental.

Categories III, IV & V.

(a) Atheletic games : (Any two of the following).

1. Kho-Kho
2. Kabaddi
3. Badminton
4. Tennikoit
5. Basket Ball

6. Volley Ball
7. Rounders

(b) Individual atheletic events : (Any two of the following).

1. 100 metres run
2. Running Broad Jump
3. High Jump
4. Discus Throw
5. Skipping Race (100 metres)
6. Balance Race (100 metres)
7. Relay races with baton (4× 100 metres)

(c) Relay Races :

1. Shuttle Relay — Skills and Techniques of Relays.
2. Circle Relay

Self-Testing Activities

(d) Stunts : (Any two of this group).

1. Pyramid
2. Gomukhasan
3. Halasan

(e) Rhythmical Activities : (Bratachari and any two of the following).

1. Cumberland Square (England) (Square dance or Quadrille).
2. Seven Steps (North Europe) (Couple dance).
3. Bratachari :—
   (a) 'Kathi Nritya'
   (b) 'Rai Beshey'
   (c) "Mayer Jater Mukti Deray"
   (d) "Narir sthan"
4. Two dances composed from two suitable Tagore songs.
5. Fundamental movements of hands and feet from Classical Dances.

6. Lazium.
7. Folk dances of India.

(f) Camping & Outing Activities.

(g) National Ideals & Citizenship developing activities :

(a) National and Community songs.
(b) Celebration of National Festrivals and School functions.
(c) Personal and Community Hygiene and good habits.
(d) First Aid etc. etc.

Distribution of Marks in Physical Education
For Classes IX & X

— 30 marks

1) School Records		..	6
[Individual performance	— 4		
Group performance	— 2]		
2) Attainment	..	..	15
[Individual performance	—10		
Group performancee	— 5]		
3) Excellence	..	..	9
[Individual performance	— 6		
Group performance	— 3]		
			30

SYLLABUS IN SOCIAL SERVICE AND SCHOOL PERFORMANCE
SOCIAL SERVICE (Group Work)

Distribution of marks on Social Service and School Performance

— 20 marks

A. Social Service 10
(School record and work book—5
Oral test —5)

B. School Performance 10
(School record and work book—5
Oral test —5)

20

SOCIAL SERVICE

Marks—10

(1) Nursing Units.
(2) First Aid Squad.
(3) 'Keep the Area Clean' Squad.
(4) 'Teach the Unlettered' Squad.
(5) Observance Group :—
—Hero Day.
—National Integration Day.
—Social and Religious Reformer's Day.
—Science Day, etc.

SCHOOL PERFORMANCE

Marks—10

(1) School Decoration.
(2) Making of Charts, Models, Posters, Time-lines.

(3) Weather Bulletin—Graphical representation of Temperature & Rainfall.
(4) News Bulletin.
(5) School Cleaning.
(6) Nature Study — Making Nature Books : Preserving leaves, flowers etc.
(7) Running Common Room and Study Group.
(8) Drama, Debate, Elocution, Recitation, Drawing Competition, Music Competition etc.
(9) Model and Relief-map making.
(10) School Magazine.
(11) Class-room Library.
(12) School Museum.

CHAPTER VIII

ADDITIONAL SUBJECTS :

The Syllabuses of approved additional subjects which may be offered on optional basis from the academic and vocational subjects are given below. An additional subject has been provided to enable pupils to further discover their aptitude and to help them in the selection of subject at the subsequent stage of education. Generally a text-book is not prescribed for a non-language additional subject. Any book or books covering the syllabus of a subject may be recommended to students.

Syllabuses in the additional academic and additional vocational subjects, which have not been prescribed as yet, will be notified later on.

Full marks in each additional subject will be 100.

ADDITIONAL ACADEMIC SUBJECTS

(1) বাংলা—(অতিরিক্ত)

উদ্দেশ্য

বিশিষ্ট সাহিত্যকর্মের সহিত ছাত্রছাত্রীদের পরিচয় সাধন।

নবম ও দশম শ্রেণী

একটি পত্র—পূর্ণ সংখ্যা—১০০

১। গদ্যাংশ	২৫
২। পদ্যাংশ	২০
৩। নাটক	১৫
৪। সাহিত্যের ইতিহাস	২০
৫। রচনা	২০
মোট	১০০

পাঠ্যগ্রন্থ : ক। **নিষ্কৃতি** — শরৎচন্দ্র চট্টোপাধ্যায়

খ। **সঞ্চয়ন** — রবীন্দ্রনাথ ঠাকুর

নির্ব্বাচিত অংশ :

নির্ঝরের স্বপ্নভঙ্গ, পরশ পাথর, বৈরাগ্য, পরিচয়, দুঃসময়, বর্ষামঙ্গল, ন্যায়দণ্ড, ভারততীর্থ, অপমানিত, মধুময় পৃথিবীর ধূলি।

গ। **মুকুট (নাটক)** — রবীন্দ্রনাথ ঠাকুর

ঘ। **সাহিত্যের ইতিহাস** ১৮০০ খ্রীঃ অঃ হইতে শরৎচন্দ্র পর্যন্ত।

পাঠ্যবিষয় :

১। বাংলা গদ্যের অনুশীলন—য়ুরোপীয় মিশনারি ও বাংলা গদ্য, ফোর্ট উইলিয়ম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, অক্ষয়কুমার দত্ত, প্যারীচাঁদ মিত্র, ভূদেব মুখোপাধ্যায়, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রামেন্দ্রসুন্দর ত্রিবেদী।

২। নাটক ও নাট্যশালা—কবি, পাঁচালী ও যাত্রা, নাটক রচনার সূত্রপাত, কয়েকজন নাট্যকার—মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশ ঘোষ ও দ্বিজেন্দ্রলাল রায়।

৩। উপন্যাস ও ছোটগল্প—বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রমেশচন্দ্র দত্ত, প্রভাতকুমার মুখোপাধ্যায়, শরৎচন্দ্র চট্টোপাধ্যায়।

৪। কাব্য ও কবিতা—মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়, নবীনচন্দ্র সেন, বিহারীলাল চক্রবর্তী।

৫। রবীন্দ্রনাথ ঠাকুর।

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(2) ADDITIONAL ENGLISH

CLASSES IX & X

One Paper—100 marks

1.	Selected periods of the History of English Literature	15 marks
2.	One play or one novel	15 marks
3.	A book of Selections consisting of extracts from English Prose	40 marks
4.	An anthology of Verse	30 marks
		100 marks

Syllabus

Text-books :

1. A Short History of English Literature—Ifor Evans (The English Language Book Society).

The following chapters are recommended for study.

Chapter 4—The Romantic Poets pp. 66-90	75 pp.
Chapter 7—Shakespeare pp. 147-162	
Chapter 14—Modern English Prose pp. 311-344	

2. St. Joan—George Bernard Shaw (Orient Longman, Paper Back Edition).

or

David Copperfield—Dickens (Herbert Strang's Library, Oxford University Press).

3. A Prelude to English—Edited by L. A. Hill (Oxford University Press).

The following are recommended for reading :

1. And then Gandhi Came ..	Jawaharlal Nehru
2. The Summit ..	Edmund Hillary
3. One's Habits ..	Robert Lynd
4. The Tigress ..	Jim Corbett
5. The Jam Sahib of Nawanagar ..	A. G. Gardiner
6. What is Life ? ..	J. B. S. Haldane
7. Principles of Good Writing ..	L. A. Hill
8. The God who gives away Land ..	Robert Trumbull

4. Poetry for Pleasure selected by Maung Kaung (Oxford University Press).

The following pieces are recommended for reading :

The Pigtail ..	William Makepeace Thackeray
The Lady of Shalott ..	Lord Tennyson
La Belle Dame Sans Merci ..	John Keats
A Passer-by ..	Robert Bridges
The World ..	William Wordsworth
From 'The Cloud' ..	Percy Bysshe Shelley
I Vow to Thee, My Country ..	Sir Cecil Spring-Rice
Dream-Pedlary ..	Thomas Lovell Beddoes
Fame and Friendship ..	Henry Austin Dobson
Uphill ..	Christina Georgina Rossetti
Fear No More ..	William Shakespeare
Virtue ..	George Herbert
Time, You Old Gipsy Man ..	Ralph Hodgson
Ozymandias ..	Percy Bysshe Shelley
In time of 'the Breaking of Nations' ..	Thomas Hardy
Heraclitus ..	William Johnson Cory
Joy and Woe are Woven Fine ..	William Blake

३—विशिष्ट हिन्दी

— नवम् और दशम् श्रेणी —

अंकों का विभाजन

गद्य	...	३०
पद्य	...	३०
निबन्ध-लेखन	...	२०
लघु उपन्यास अथवा नाटक	...	२०
		१००

यह प्रश्न पत्र साहित्य के विशिष्ट और गहन अध्ययन की दृष्टि से प्रस्तावित हैं। इसमें विद्यार्थियों से यह अपेक्षा की जाती है कि वे साहित्यिक प्रतिभा को विकसित करने के साथ-साथ अपनी साहित्यिक चेतना उद्बुद्ध करें, जिससे आगे के महाविद्यालयीन शैक्षणिक और साहित्यिक स्तर की दृढ़ भूमिका प्रस्तुत हो सके।

१९७६ की माध्यमिक परीक्षा के लिए निर्धारित ग्रंथ एवं अध्येतव्य पाठ :—

१—गद्य

(i) गद्य—भारती :—[राष्ट्रीय शैक्षणिक अनुसंधान और प्रशिक्षण (तृतीय भाग) परिषद, नई दिल्ली, द्वारा प्रकाशित]

अध्येतव्य पाट :—

१—कबीर साहब से भेंट	:	रामधारी सिंह दिनकर
२—महमानव	:	रामविलास शर्मा
३—विज्ञापन-युग	:	मोहन राकेश

४—लोभ और प्रीति	:	रामचन्द्र शुक्ल
५—परम्परा बनाम आधुनिकता	:	हजारीप्रसाद द्विवेदी
६—भाग्य और परूषार्थ	:	जैनेन्द्र कुमार

२ पद्य :—

(ii) काव्य-भारती :—[राष्ट्रीय शैक्षणिक अनुसंधान और प्रशिक्षण परिषद,
(तृतीय भाग) नई दिल्ली, द्वारा प्रकाशित]

अध्येतव्य पाठ :—

१—सन्ध्या-सुन्दरी	:	सूर्यकान्त त्रिपाठी 'निराला'
२—जवानी	:	माखनलाल चतुर्वेदी
३—नवप्रकाश बन आओ	:	सुमित्रानन्दन पन्त
४—थके हुए कलाकार से	:	धर्मवीर भारती
५—श्रद्धा का सौन्दर्य	:	जयशंकर प्रसाद
६—तुम मुझ में प्रिय	:	महादेवी वर्मा

(iii) निबन्ध-लेखन—अध्यापक सुविधानुसार इस वर्ष उचित और उपयुक्त ग्रन्थों का चुनाव कर लें।

(iv) लघु उपन्यास अथवा नाटक ग्रन्थ :—

'निर्मला'—प्रेमचन्द ; (उपन्यास) अथवा 'राज्यश्री'—प्रसाद (नाटक)

(4) ADDITIONAL NEPALI

CLASSES IX & X

One Paper : full marks—100

Distribution of Marks :

(1) Prose	.. ..	25
(2) Verse	.. ..	20
(3) Drama	.. ..	15
(4) History of Nepali Literature	..	20
(5) Essay	.. ..	20
		100

Text-books :

(1) Jiban Parikrama (Prose) .. by Krishna Singh Moktaw
(2) Aansoo (Verse) .. by Agam Singh Giri
(3) Kamal (Drama) .. by T. B. Chettri
or
Kisan (Drama) .. by Bhimnidhi Tiwari

History of Nepali Literature with reference to the following authors and topics :—

Topics

Katha :

Guru Prasad Mainali, Hridaya Chandra Singh, Gothaley, Visheshwar Prasad Koirala, Shiva Kumar Rai, Pushkar Shamser, Rupnarayan Singh.

Kavita :

Bhanu Bhakta, Raghunath Moti Ram, Lekhnath, Laxmi Prasad Devkota, Siddhicharan, Dharanidhar, Parasmani Pradhan, Agam Singh Giri, Narendra Kumai.

Upanyas :

Rudra Raj Pandey, Shiva Pratap Thapa, Rupanarayan Singh, Shiva Kumar Rai, Indra Sundas, Accha Rai.

Natak :

Balkrishna Sam, Bimnidhi Tiwari, Hridaya Chandra Singh.

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(5) ADDITIONAL URDU

Distribution of Marks :

Prose	..	..	..	40
Poetry	..	..	..	30
Grammar and Composition		..	..	10
Essay	..	..	..	20
				100

The following book is recommended—

Intekhab by Syed Mahmud.

CLASS IX

Pieces to be read :

Prose

		Page No.
1.	Apni madad ap—Sir Syed	5—15
2.	Karkhana-i-Qudrat—Nazir Ahmed ..	54—58
3.	Ghibat—Shibli	75—77
4.	Hasad aur Rashk—Shibli	80—85

Poetry

		Page No.
1.	Gul—Dr. Iqbal	172
2.	Jugnu—Dr. Iqbal	173
3.	Maal-i-Zindigi—Dard	177
4.	Marsia-i-Ghalib—Hali	183—184
5.	Nairangi-ye-Alam—Anis	186—187
6.	Mehnat se ji Churana—Akbar	188
7.	Taziye Awqat—Akbar	189—190
8.	Rubaiyat—Dabir, Zauq, Hali ..	206

CLASS X

The following book is recommended :—

Intekhab by Syed Mahmud.

Pieces to be read :

Prose

		Page No.
1.	Shairi Ki Haqiqat—Shibli	103—108
2.	Sir Syed Ke Akhlaq—Hali	112—118
3.	Sach aur Jhot Ka Razm Namah—Sharar ..	118—125
4.	Kifayet Sheari—Sajjad Mirza	134—138

Poetry

1.	Garmi—Anis	167—169
2.	Lutf-i-Bahar—Mubarak	169—170
3.	Abri-i-Kohsar—Dr. Iqbal	171—172
4.	Nishan-i-Iqbalmandi—Hali	190—192
5.	Nang-i-Khidmat—Hali	197—198
6.	Pardah—Akbar	199
7.	Rubaiyat—Anis	205

(6) ADDITIONAL SANSKRIT

Distribution of Marks :

(1) Texts .. .. .. 55 marks

Questions on Text will include the following :—

(i) Questions requiring a detailed study of the prescribed pieces (to be answered in Sanskrit/Major Vernaculars or English). .. 20 marks

(ii) Translation from Sanskrit into Major Vernaculars or English. 15 marks

(iii) Explanations (in Sanskrit/Major Vernaculars or English) .. 10 marks

(iv) Grammatical Questions from the Text .. 10 marks

(2) Grammar (outside the Text) .. .. 20 marks

(3) Translation from English/Major Vernacular into Sanskrit .. .. 15 marks

into Sanskrit .. .. .. 15 marks

(4) Paragraph writing .. .. .. 10 marks
(About Seasons, Animals & Birds, Rivers, Mountains, Landscape, Life of Greatmen)

100 marks

TEXT-BOOK

Saṃskṛta-Sāhitya-Saṃgrahah (Second Edition, 1972 published by the West Bengal Board of Secondary Education.

Pieces to be read :

CLASS IX (1974)

Prose	Poetry
1. सिंह-शृगालशिशुकथा	1. सीताहरनम्
2. ब्रह्मराक्षस-कालिदाससंवादः	2. पादुकाग्रहणम्
3. कूर्म-हंसद्वयकथा	3. विदुरस्य सुभाषितानि

CLASS X (1975)

Prose	Poetry
1. बोधिसत्वेन पायसभक्षणम्	1. अर्जुनविषादः
2. सर्वस्वदक्षिणयज्ञः	2. दशावतारस्तोत्रम्
	3. प्रतिमादर्शनम्

GRAMMAR

1, General idea about Sanskrit alphabet.

2. Paribhāṣā—Samprasāraṇa, Guṇa, Vṛddhi, Upadhā, Ādes'a and Lopa.

3. General rules of Svara, Vyañjana and Visarga Sandhis to be covered in detail—uncommon and irregular forms need not be stressed.

4. General rules of Ṇatvavidhāna and Ṣatvavidhāna.

5. Declension—all the common S'abda-rūpas, (including Svarānta, Vyañjanta', Sarvanāmas, Samakhyāvācaka words).

6. Puraṇa-vācaka numerals and Avyayas.

7. Conjugation—Lat, loṭ, lañ, vidhi-liñ, lṛṭ, Bhvādi, Tudādi, Divādi, Curādi, (both parasmaipadī and ātmanepadī) ; Adādī (√ad, √yā √rud, √jāgṛ,

√śās, √i, √as, √han, √vid, √as, √is, √bru, √duh) ;
Hvādi (√bbī, √dā) ;
Svādi (√āp, √śak, √sru, √as) ;
Rudhādi (bhuj, √rudh, √hins, √child, √yuj, √bhid) ;
Tanādi (√kr) ;
Kryādi (√as, √jha, √bandh, √krī, √garh).

8. Lit
(common forms only) forms of verbs and their derivatives.

9. Sannanta and yananta (resulting forms only).

10. Nijanta verbs (common forms only)—with derivatives—distinction between similar forms.

11. Nāma-Dhātu—(only the resulting forms and distinction between cognate forms).

11.(a) The use of upasargas before roots and their function.

12. Parasmaipada and Ātmanepada-Vidhanas—use of the following verbs only :
√kr, √jī, √dā, √krīd, √pracch, √sthā, √hve, √yam, √han, √kram, √jna, √car, √bnuj, √vad, √ni.

13. Change of voice—active to passive and vice- versa—with dvi-karmaka verbs as well.

14. Primary suffixes (Kṛdanta)
śatṛ, śānac, kta, ktavātu, ktvāc, lyap, tumun, ghang, ktin, lyuṭ, aṇ, ṭa, ṇini, ṇamul, khal, tṛn, tṛc, ac, da, khac, kvip, iṣṇuc, tavya, anīya, nyat, yat, kyap.

15. Secondary Suffixes (Taddhitanta)—
    tarap, tamap, īyasun, iṣṭhan, aṇ, iñ cha, tal, imanic matup, mayaṭ, vin, ini, dhak, carat kalpan, vati, tva, kṛtvasuc, chvi.
16. Kāraka—Vibhakti-nirnaya.
17. Samāsa--General knowledge of principal compounds along with principal Samāsānta suffixes

17(a) A general idea about Genders (liñgānus´āsana)

18. Strī-Pratyaya—Resulting forms with tāp and ñip.

N.B.—In teaching Sanskrit the Pāninian system should be preferred to other systems of Sanskrit Grammar.

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(7). ADDITIONAL ARABIC

CLASSES IX & X

Distribution of marks :

1. Prose (including 10 marks for Qur´an and Hadith)*	...	...	...	35 marks
2. Poetry	...	...	...	25 marks
3. Grammar	...	...	...	15 marks
4. Composition	...	...	...	10 marks
5. Translation	...	...	...	15 marks
				100 marks

*Pieces from Qur´an and Hadith may be introduced in Class IX in 1975 and in Class X in 1976.

1. There shall not be more than 40 pages of text in prose and 20 pages in poetry for each of Classes IX & X.

2. Text-book—Al-Muntakhab min Adabil-'Arab (Spl. Paper) published for the West Bengal Board of Secondary Education by Haraf Prakasani.

CLASS IX

Prescribed pieces :—

Prose

	Page No.
(a) Dhikru Ibtida'il Wahyi	7 to 10
(b) Malibar and Kashmir	49 & 50
(c) Al-Muntakhabu min Majaniyil Adab	69 to 86 (Omitting Al-'Abid wad-Durtan)

Poetry

(a) Al-Muntakhabu min Diwani Abil Atahiyyah.	102 to 108 (middle) and p. 116
(b) Al-Muntakhabu min al-Qira'tir-Rashidah.	154 to 162

3. **Grammar :**

The Following topics are to be read thoroughly :

Tafsilu Ghayri Munsarif ;
Tafsilu Muannathi Sama'i ;
Isti'malu Nuni Thaqilah wa Khafifah ;
Al I'lal ;
Tafsilul Abwab ;
Khawasul Abwab ; al-Masdar ;
al-Masdarul Mimi ;
al-'Adad ; al-'Adadul Asli ;

al-'Adadut Tartibi ;
al-'Adadul Kasri ;
al-'Adadu wal Ma'dud ;
Tafsilu Fa'ilin wa Taqdimuhu wa Ta'khiruhu wa Hadhfuhu ; and Tafsilu Mubtada wa Khabarin wa Taqdimuhuma wa Ta'khiruhuma wa Hadhfuhuma.

CLASS X

(I) Pieces prescribed—

Prose :

Pages—10-17, 18-40 and 87-94.

Poetry :

Pages—108-116 and 138-143.

(II) **Grammar :**

Topics of Grammar :

Revision of the pieces prescribed for Class IX ; al-Af'alul Naquisah (Mansubah) ; Mafa'ilu Khamsat ; al-Munada ; al-Tahdhir ; Sharitatut Tafsir ; al-Hal ; al-Tamiz ; al-Mustathna (Majruat) ; al-Mudafu wal Mudafu Ilayhi ; al-Huruf ; al-Tawabi ; Aqsamul Jumla and al-Tartibut Nah.

(III) For Translation and Composition the same pattern should be followed in Class IX & X.

Note—A book on Arabic Grammar, Translation and Composition written according to the Syllabus for Classes IX & X (com-

bined) may be used. Pages approximately 240. Small Pica Type should be used.

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(8) ADDITIONAL PERSIAN

For Class IX & X

Distribution of marks :

1. Text—55 marks as detailed below :—

		Marks
	(a) Short questions on prose and Poetry	15
	(b) Translation from Persian into First Language	15
	(c) Explanation in Persian/First Language/ English	10
	(d) Comprehension test in Persian ..	10
	(e) Memory work	5
		55
2.	(a) Translation from unseen passages into First Language/English	10
	(b) Translation from English into Persian ..	10
3.	(a) Textual Grammar	10
	(b) Grammar from outside the text ..	15
	Total	100

TEXT-BOOK

Intekhab-e-Farsi (Persian Selections), 4th Edition, published by West Bengal Board of Secondary Education.

Prescribed pieces :

	Prose		Pages
1.	Tarikh-e-Iran	تاریخ ایران	86-97
2.	Tarikh-e-Baihaqi	تاریخ بیہقی	195-201
3.	Marzaban Namah	مرزبان نامه	247-256
4.	Ruqqat-e-Alamgiri	رقعات عالمگیری	263-265
	Poetry		
1.	Fath Ali Waisi	غزلیات فتح علی ویسی	167-172
2.	Qatat-e-Ibn-e-Yamin	قطعات ابن یمین	182-183
3.	Sukhanwaran-e-Iran Dar Asr-e-Hazir	سخنوران ایران در عصر حاضر	337-342
4.	Rubaiyat-e-Ubaidi	رباعیات عبیدی	
	Suhrawardy	سہروردی	369-371

N. B.—The questions in Additional Persian will be of some higher standard.

Books recommended for Translation :

1. Modern Persian Translation & Re-Translation— by A. K. Burke

Books recommended for Grammar :

1. Modern Persian Grammar—by M. Rahman & A. K. Burke
2. مفتاح القواعد (Miftahul Qawid)

Syllabus in Grammar

(a) اقسام اضافت—

بیانی، استعاری، تشبیہی، ملکی، تخصیصی

(b) اسم تصغیر (مصغر)

(c) عدد (Number)

واژ ہای مفرد و جمع عربی، توزیعی، کسری، وصفی، اصلی۔

(d) صفت—

تفضیلی، نسبی، اضافی، فاعلی، مفعولی

(e) کنایات—

اسم موصول، اسم اشارہ، ضمیر

(f) افعال—

مثبت، منفی، مجہول، معروف، متعدی، لازم.

(g) زمان (Tense)

ماضی، حال، مستقبل، مضارع، امر، نہی

(h) اسم مشتق—

اسم آلہ، اسم حالیہ، اسم ظرف، حاصل مصدر، اسم فاعل، اسم مفعول۔

(i) حروف—

مفرد، مرکب (With their various meanings)

(j) اشتقاق (Grammatical explanation of compound words)

(k) ترکیب نحوی (Analysis)

(9) ADDITIONAL PALI

CLASSES IX & X

Distribution of marks : z

(1)	Text .. .. .. (Questions chiefly of a critical nature on the subject matter in the prescribed text including textual grammatical questions).	60 marks
(2)	Grammar & Composition	20 marks
(3)	Translation from Major Vernacular or English into Pali	20 marks
	Total	100 marks

TEXT-BOOKS

Patha-Sangaho (Published by West Bengal Board of Secondary Education—Second Edition).

Prose

1. Rajovada-Jataka
2. Sasa-Jataka ;
3. Mahamayaya Supinam
4. Siddhathassa Patubhavo ;
5. Cattari Pubbanimittani

Poetry

1. Appamada ;
2. Silanisamasa ;
3. Porana Brahmanadhamma ;
4. Sumedha-Katha ;
5. Anopama.

Grammar—Elements of Pali Grammar (Published by West Bengal Board of Secondary Education)

In addition to the Grammar prescribed for Pali Third Language (Classes IX and X) the following topics are also to be studied :

Chapter IX—Derivative Verbs (Desiderative, Denominative and Intensive verbs only).
Chapter XI—Secondary Derivatives (Taddhita).
Chapter XII—Indeclinables (Upasagga and Nipata).
Chapter XIII—Syntax.

Written Exercises—

Translation of easy unseen passages in Pali into English or Major Vernaculars ;
Translation of simple sentences into Pali ;
Pali Sentences containing errors for correction ; Composition of simple Pali sentences.

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(10) ADDITIONAL MATHEMATICS

(Also for External Candidates)

Distribution of Marks :

1. Algebra	35 marks
2. Geometry	30 marks
3. Trigonometry	20 marks
4. Solid Geometry and Mensuration ..	15 marks
Total	100 marks

(9) ADDITIONAL PALI

CLASSES IX & X

Distribution of marks : z

(1) Text .. .. .. (Questions chiefly of a critical nature on the subject matter in the prescribed text including textual grammatical questions).	60 marks
(2) Grammar & Composition	20 marks
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Total	100 marks

TEXT-BOOKS

Patha-Sangaho (Published by West Bengal Board of Secondary Education—Second Edition).

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Written Exercises—

Translation of easy unseen passages in Pali into English or Major Vernaculars ;
Translation of simple sentences into Pali ;
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(10) ADDITIONAL MATHEMATICS

(Also for External Candidates)

Distribution of Marks :

1. Algebra	35 marks
2. Geometry	30 marks
3. Trigonometry	20 marks
4. Solid Geometry and Mensuration	15 marks
Total	100 marks

SYLLABUS

CLASS IX

Algebra :

The Remainder Theorem, Divisibility (factor theorem) ; Harder Factors ; Laws of Indices (formal proofs for fractional and negative Indices not being required) ; Surds ; Involutions and Evolutions ; Simple Simultaneous Equations and Problems with two or more variables ; Quadratic Equations ; Graphical Solutions.

Geometry :

To prove :—

In an obtuse-angled triangle, the square on the side subtending the obtuse angle is equal to the sum of the squares on the sides containing the obtuse angle together with twice the rectangle contained by one of those sides and the projection of the other side upon it.

In every trangle the square on the side subtending an acute angle is equal to the sum of the squares on the sides containing that angle diminished by twice the rectangle contained by one of those sides and the projection of the other side upon it.

If a straight line is drawn parallel to one side of a triangle, the other two sides are divided proportionally and the converse.

If two triangles are equiangular, their corresponding sides are proportional and the converse.

If two triangles have one angle of the one equal to one angle of the other and the sides about these equal angles proportional, the triangles are similar.

The internal bisector of an angle of a triangle divides the opposite side internally in the ratio of the sides containing the angle and likewise the external bisector externally.

If a perpendicular is drawn from the right angle of a right-angled triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to one another.

The ratio of the areas of similar triangles is equal to the ratio of the squares on the corresponding sides.

Tringonometry :

Measurement of angles in degrees, minutes and seconds and in radii. Definition of trigonometrical ratio of an acute angle. Trigonometrical ratios of the standard angles—0°, 30°, 45°, 60°, 90° (undefined values such as tan—90°, cot 0° to be excluded). Simple identities connecting the ratios of an angle immediately derivable from a right-angled triangle. Trigonometrical ratios of complementary angles.

Easy problems on heights and distances reducible to the solution of right-angled triangles involving the standard angles above.

CLASS X

Algebra :

Elementary ideas of elimination ; A.P. and G.P. (finite series), H.P. (definition only) ; Logarithms (Note—use of slide rule may be encouraged).

Simultaneous equations in two unknowns of which one is quadratic and the other linear.

SYLLABUS

CLASS IX

Algebra :

The Remainder Theorem, Divisibility (factor theorem) ; Harder Factors ; Laws of Indices (formal proofs for fractional and negative Indices not being required) ; Surds ; Involutions and Evolutions ; Simple Simultaneous Equations and Problems with two or more variables ; Quadratic Equations ; Graphical Solutions.

Geometry :

To prove :—

In an obtuse-angled triangle, the square on the side subtending the obtuse angle is equal to the sum of the squares on the sides containing the obtuse angle together with twice the rectangle contained by one of those sides and the projection of the other side upon it.

In every trangle the square on the side subtending an acute angle is equal to the sum of the squares on the sides containing that angle diminished by twice the rectangle contained by one of those sides and the projection of the other side upon it.

If a straight line is drawn parallel to one side of a triangle, the other two sides are divided proportionally and the converse.

If two triangles are equiangular, their corresponding sides are proportional and the converse.

If two triangles have one angle of the one equal to one angle of the other and the sides about these equal angles proportional, the triangles are similar.

The internal bisector of an angle of a triangle divides the opposite side internally in the ratio of the sides containing the angle and likewise the external bisector externally.

If a perpendicular is drawn from the right angle of a right-angled triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to one another.

The ratio of the areas of similar triangles is equal to the ratio of the squares on the corresponding sides.

Tringonometry :

Measurement of angles in degrees, minutes and seconds and in radii. Definition of trigonometrical ratio of an acute angle. Trigonometrical ratios of the standard angles—0°, 30°, 45°, 60°, 90° (undefined values such as tan—90°, cot 0° to be excluded). Simple identities connecting the ratios of an angle immediately derivable from a right-angled triangle. Trigonometrical ratios of complementary angles.

Easy problems on heights and distances reducible to the solution of right-angled triangles involving the standard angles above.

CLASS X

Algebra :

Elementary ideas of elimination ; A.P. and G.P. (finite series), H.P. (definition only) ; Logarithms (Note—use of slide rule may be encouraged).

Simultaneous equations in two unknowns of which one is quadratic and the other linear.

Geometry :

Theoretical :

The angles made by a tangent to a circle with a chord drawn from the point of contact are respectively equal to the angles in the alternate segments of the circle.

If two chords of a circle intersect either inside or outside the circle, the rectangle contained by the parts of one is equal to the rectangle contained by the parts of the other. (Note—This proposition may be proved with the help of the properties of similar triangles).

Practical :

Construction of tangents to a circle and of common tangents to two circles (both cases). Construction of regular figures of 3, 4, 5 or 6 sides in or about a circle.

Construction of a mean proportional to two given straight lines.
Construction of a square equal in area to a given polygon.

Solid Geometry :

Axioms (i). One and only one plane may be made to pass through any two intersecting straight lines.

Axioms (ii). Two intersecting planes cut one another in a straight line and in no point outside it.

To prove—

1. If a stright line is perpendicular to each of two intersecting straight lines at their point of intersection it is also perpendicular to the plane in which they lie.

2. All straight lines drawn perpendicular to a given straight line at a given point of it are coplaner.

3. If two straight lines are parallel and if one of them is perpendicular to a plane, then the other is also perpendicular to the plane.

Concept of angle between two planes and angle between a straight line and a plane. Concept of parallelism of planes. Concept of a line being parallel to a plane. Concept of skew lines.

Mensuration :

Parallelopipeds, Right Circular Cones, Prisms and Pyramids (Expressions, without proof, of the surfaces and volumes of these solids).

Note :—It is recommended that Solid Geometry and Mensuration of Solids be taught through the drawing board and the making and handling of solid models.

TEXT-BOOK

Any book conforming to the syllabus and the following instructions may be used :

1. There shall be only one book covering the whole syllabus.
2. Size, Paper and Type : Demy Octavo ; Double Demy, 36, lbs. White printing ; Small Pica or 10 pt. type.
3. The Numerals and Symbols : English numerals should be used. For symbols only English alphabets should be used excepting cases where Greek letters are usual.
4. Approximate number of pages to be devoted to each part :

(i) Algebra	Not exceeding 200 pages
(ii) Trigonometry	„ „ 50 „
(iii) Plane Geometry	„ „ 120 „
(iv) Solid Geometry including Mensuration	„ „ 40 „

A relaxation of 10% may be allowed.

5. Exercises in each chapter should contain a sufficient number of examples showing the practical utility of Mathematics in every day life. In each exercises, the problems should be graded.

6. There should be a number of miscellaneous exercises containing assorted problems of which some should be of higher standard. More difficult problems should be marked with asterisks.

7. A miscellaneous exercise containing graded examples on topics on chapters previously dealt with, preferably in different sections, should be inserted at the end of the book.

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(11) ELEMENTS OF DISCRETE MATHEMATICS

Distribution of marks :

Algebra of Sets	40
Symbolic Logic and Algebra of Proposition	10
Circuits for Arithmetic Computation ..	30
Elementary concepts of Computers and programming	20
	100

SYLLABUS

CLASS IX

Algebra of Sets :

Element and Set, basic operations ; union, intersection, complement, Venn diagrams, Fundamental laws of Algebra of sets, principle of duality ; Boolean Algebra ;

Definition and properties. Disjunctive and conjunctive forms. Boolean functions and their simplification.

Symbolic Logic & Algebra of Propositions :

Symbols, proposition. Truth Tables. Object logic and Syntax logic. Implication and Equivalence. Truth sets for propositions.

CLASS X

Circuits for Arithmetic Computation :

The binary number system. Logical circuit elements. AND, OR, and Flip-Flop circuits. Addition, Subtraction and Multiplication of Binary numbers. Circuits for series and parallel addition and subtraction.

Elementary concepts of digital computers, source language, compilers and machine language. Simple cases of Fortran programming.

Reference Books :

(1) Boolean Algebra and Applications—J. Eldon Whitesite. Addition—Wesely Publishing Company).

(2) Fortran IV. Programming (Based on the I. B. M. System. VI 30 Robert—V. Jamison).
(Mc. Graw—Hill Book Company).

(3) Computer Method and Numerical Analysis—R. H. Pennington.
(The Macmillan Company).

(12 PHYSICS

SYLLABUS

The Course shall include the following in addition to the courses on similar topics prescribed for Physical Sciences :

1. General ideas :

(i) Units of length, mass and time. Measurement of length ; principle of vernier ; screw gauge. Measurement of volume (from dimensions and by displacement of liquid). Use of stop clock. Use of spring balance and ordinary beam balance (up to a decigram only)—to be practised in the laboratory.

(ii) Concept and definition of density and specific gravity of a solid, liquid and gas.

(iii) Concepts of force in terms of weight and of pressure.

(iv) Simple experimental study of fluid pressure ; to show that pressure depends on h and p and may be expressed as lb/ft^2 or gm/cm^2. Pascal's law. Hydraulic press—it multiplies force but not pressure. Archimedes' principle. Buoyancy. Floating bodies (no numerical problem). Common hydrometer (description and method of use only). Application of Archimedes' principle for determining the volume and specific gravity of a solid (heavier than water and insolube).

(v) Atmospheric pressure (simple experiments to demonstrate). Simple barometer. Boyle's law. Syringe. Vacuum pump ; compression pump ; common (water) pump.

(vi) Velocity ; momentum ; acceleration ; $S=ut\times\frac{1}{2}ft^2$ (graphically). Newton's Laws of Motion : P—mf. Units of force—dyne, poundal, gm. wt., lb. wt.

(vii) The Law of Universal Gravitation (statement only). Gravity ; falling bodies (simple problems only).

(viii) Concepts of Work, Energy and Power. W=Ps ; Units of work and power ; erg, Joule, foot-pound, watt, kilowatt, horsepower. Transformation of energy (simple examples). Principle of Conservation of Energy (general acquaintance).

2. Heat :

(i) Heat and Temperature. Centrigrade and Farenheit Scales. Mercury in glass thermometer (description and principle only). Clinical Thermometer.

(ii) Expansion of solids, Coefficient of expansion. Expansion of liquids—real and apparent ; Anomalous expansion of water. Expansion of gases ; Charle's Law ; pressure coefficient ; idea of absolute temperature. (Description of experiments for measuring coefficients not necessary)

(iii) Units of heat—Calorie, B. Th. U. Specific heat. H—mst ; Heat lost=Heat gained ; Simple problems.

(iv) Change of state—(a) Melting and freezing; (b) Liquid to vapour, evaporation and boiling, condensation. Effect of pressure on boiling. Change of volume accompanying change of state. Idea of latent heat—its definition. (Determination of latent heat excluded, but simple numerical problems involving latent heat included). Cooling by evaporation.

(v) Water vapour in air—Pressure of saturated and unsaturated water vapour. Dew point. Relative humidity (determination excluded).

(vi) Conduction, convection and radiation of heat. Uses of good and bad conductors. Vacuum flask.

3. Light :

(i) Rectilinear propagation of light. Pinhole camera; shadows; eclipses.

(ii) Reflection at a plane surface—laws. Formation of image by a plane mirror. Characteristics of the image (virtual, equal in size to the object, laterally inverted). (Problems on moving objects or moving mirrors may be avoided).

(iii) Refraction at a plane surface—laws. Refractive index, total internal reflection. Simple illustrations with explanation of the above phenomena. Mirage.

(iv) Meaning of focal length and magnification with respect to a converging lens; Formation of real images. Determination of focal length (a) using a distant object; (b) by u-v method. Distinction between real and virtual images.

(v) Analysis and synthesis of white light: Colours of bodies.

4. Magnetism :

(i) Natural and artificial magnets. Magnetic poles. Attraction and repulsion. Magnetic induction. Making magnets.

(ii) Behaviour of the Earth as a magnet. Mariner's compass.

5. Electricity :

(i) Electrification by friction. Two kinds of electricity. Electrons. Conductors and insulators. Pithball and gold-leaf electroscopes. Electrification by induction—simple facts only. Simple explanation of thunder and lightning, protection from lightning.

(ii) Simple cell. Local action and polarization. Leclanche and dry cells. Lead accumulators (description only).

(iii) Elementary study of (a) Magnetic effect of electric current, (b) Action of Magnet on current, (c) Galvanometer as detector of current. (Principle only). Principle of electromagnet. Electric bell.

(iv) Elementary study of heating effect of current. Electric heating in the Home (Electric stove, Electric kettle, Electric iron, Electric filament lamp), (Description only. No numerical calculation need be done ; but essence of Joule's law should be taught).

(v) Chemical effect of current; its industrial applications (e.g. electroplating, purification of metals, etc.). (Faraday's laws need not be dealt with as such).

Fundamental principles should be carefully emphasized.

The treatment should be descriptive and simple, and should be amply illustrated by suitable experiments. Examples of phenomena should be selected from common observations and everyday experience as far as possible.

Articles and apparatuses, mentioned in course of teaching but not used in class experiments, should be demonstrated as far as practicable in order that students may acquire a familiarity with them. Students should be asked to draw line diagrams of apparatuses.

PHYSICS (Practical)

(No practical Examination in Physics will be held by the Board).

1. To measure the volume of a rectangular parallelopiped sphere or a cylinder (using a linear vernier).

2. To weigh a solid in air and in water (with an accuracy up to one decigram) and to find the specific gravity of an insoluble solid heavier than water.

3. To determine the melting point of naphthalene from melting and freezing curves.

4. To determine the focal length of a convex lens—(i) by forming the image of a distant object, (ii) by the u--v method.

5. To trace the rays through a rectangular block of glass and to verify Snell's Law.

6. To determine the position of the image formed by a plane mirror, and to verify that angle of reflection = angle of incidence.

7. To determine the positions of the poles of a bar magnet and hence to find the ratio of the magnetic length to the physical length of the magnet.

8. To construct an electromagnet from a soft iron rod and to determine its polarities with a compass needle.

9. To determine the directions of the flow of current with a magnetic needle.

(13) CHEMISTRY

SYLLABUS

The course shall include the followings, in addition to the courses on similar topics prescribed for Physical Sciences :

1. Scope of Chemistry.

2. Common laboratory processes :
Solution (saturated and unsaturated), decantation, filtration, evaporation, crystallisation, distillation and sublimation.

3. Physical states of matter, melting and boiling points, physical and chemical changes, mechanical mixtures and chemical compounds, elements and compounds, metals and non-metals.

4. Air—

(i) Lavoisier's experiment
(ii) air is a mixture and not a compound
(iii) composition of air
(iv) other gases in air besides oxygen and nitrogen—only names.

5. **Oxygen**—

(i) preparation by heating (a) mercuric oxide, and (b) potassium chlorate—Function of manganese dioxide in the method, (c) catalysis (only definition and illustration).
(ii) properties and uses,
(iii) combustion (definition and illustration),
(iv) acidic, basic and neutral oxides.

6. **Nitrogen**—

Preparation (i) from air by white phosphorus,
(ii) from ammonium nitrate (by laboratory method).

7. **Hydrogen**—

(i) preparation from (a) dilute acids and (b) water (action of sodium on water, action of steam on red hot iron),

(ii) properties and uses,

(iii) preparation of hydrogen and oxygen by the electrolysis of water.

8. **Water**—

(i) hard and soft water

(ii) removal of hardness

(a) by boiling (b) with lime (c) with permutit

(iii) purification of water for

(a) laundry (b) drinking purposes (c) laboratory use.

(iv) Action of water on oxides of metals (sodium and calcium) and on oxides of non-metals (carbon and sulphur).

(v) Water is a compound of hydrogen and oxygen—study of the volumetric composition of water—by (a) analytical method and (b) synthetic method.

9. **Atoms and molecules**: elementary ideas about atomic weights and molecular weights, symbols and formulae, elementary ideas about valency, equations for simple chemical reactions.

10. **Oxidation and reduction**: definition and illustrations from compounds containing hydrogen and from compounds which do not contain oxygen or hydrogen. Reduction of cupric oxide with hydrogen and formation of water and calculation of the proportion of oxygen and hydrogen in water from this reaction.

Oxidizing agents (oxygen, chlorine, nitric acid) reducing agents (hydrogen, sulphuretted hydrogen, sulphur dioxide).

11. **Elementary ideas about electrolysis**; cations and anions (Faraday's laws not required).

Products of electrolysis of—

(i) acidulated water.
(ii) sodium sulphate solution.
(iii) concentrated hydrochloric acid.

12. **Ammonia**— (i) preparation, (a) by laboratory method.
(b) synthetic method (outline only)
(ii) properties and uses.

Refrigeration :
Ammonium salts : (carbonate, chloride, nitrate & sulphate)— their preparation and uses.
Ammonium hydroxide and its uses.

13. **Nitric Acid**— (i) Laboratory method of preparation,
(ii) properties and uses,
(iii) Action of heat on nitrates of sodium, ammonium, copper, lead and iron,
(iv) Action of nitric on sulphur, carbon and copper.

14. (i) Laws of conservation of mass, definite proportion and multiple proportion—examples to illustrate the laws.
(ii) Dalton's atomic theory (explanations of the laws of chemical combination by weight may be omitted).
(iii) Boyle's Law and Charle's Law (experimental verification not required). Gas equation—sums requiring the use of the gas equation.
(iv) Gay Lussac's Law of gaseous volume.
(v) Avogadro's Hypothesis : (a) M=2D (deduction not required), (b) Deduction of formulae of gaseous compounds from volumetric composition.

(vi) Molecules, gram molecules, gram molecular volume.
(vii) Simple calculations of weights and volumes of reacting substances and products of reaction with the help of equations.

15. **Equivalent weight—**

(i) definition.
(ii) method of determination of equivalent weight of zinc, copper, and magnesium (detailed description not necessary).
(iii) simple calculations of equivalent weights.
(iv) relation between equivalent weight, atomic weight and valency.

16. **Normal and decinormal solutions—**

(i) definition,
(ii) illustration—hydrochloric acid, sulphuric acid, sodium hydroxide and sodium carbonate.
(iii) acidimetry and alkalimetry, use of methyl orange and phenolphthalein as indicators—titration.
(iv) simple calculations based on acidimetry and alkalimetry.

17. **Carbon—**

(i) Allotropy (only definition and illustration).
(ii) Allotropic forms of carbon—their properties and uses.

Carbon dioxide :

(i) Laboratory method of preparation.
(ii) Use of Kipp's apparatus in the preparation.
(iii) Properties and uses.
(iv) Composition.

18. **Sulphur—**

(i) Preparation in a pure form from natural sources.
(ii) Allotrophy.
(iii) Preparation of rhombic and monoclinic sulphur—properties and uses.

Sulphur dioxide :

(i) Laboratory method of preparation.
(ii) properties and uses.
(iii) bleaching action.

Sulphuric Acid :

(i) Outline of the method of preparation by the contact process (omitting details of manufacture).
(ii) properties and uses.

Simple Sulphates—(of sodium, copper, aluminium and iron) : alums

(i) preparation.
(ii) properties and uses.

Sulphuretted hydrogen :

(i) Laboratory method of preparation,
(ii) use of Kipp's apparatus.
(iii) properties.
(iv) use in chemical analysis.

19. **Chlorine—**

(i) Laboratory method of preparation.

(ii) properties and uses;
Oxidizing agent.
Bleaching action.

Bleaching powder :

(i) Method of preparation (in outline only).
(ii) Uses.

Hydrochloric acid :

(i) Laboratory method of preparation.
(ii) Properties and uses.
(iii) Composition (Volumetric), experimental determination.

20. **Metals and their compounds** :

Preparation of the following metals (only principles of different steps omitting metallurgical details) :—

Copper (from copper pyrites).
Aluminium (from bauxite).
Zinc (from blends).
Galvanizing.

Iron (from haematite)—by the blast furnace with a short description of the furnace and the method of working.
Preparation of steel (outline only).
Preparation of wrought iron.
Comparison of the properties of cast iron, steel and wrought iron.

Properties and uses of these metals and of their alloys.
Compounds of metals—their methods of preparation, properties and uses :

(i) Sodium sulphate.
(ii) Sodium carbonate (Solvay process).
(iii) Sodium hydroxide (electrolysis of brine).
(iv) Lime
(v) Plaster of Paris
(vi) Copper sulphate

Practical Chemistry

(No practical examination in Chemistry will be held by the Board)

1. Familiarity with Bunsen Burner.

2. Manipulation of glass : cutting, bending, blowing, etc. ; fitting up of a simple apparatus e.g., wash bottle.

3. Laboratory techniques : (i) extraction, filtration, evaporation, crystallization, sublimation. (ii) Separation of ingredients of simple mixtures.

4. Preparation and properties of oxygen, hydrogen, ammonia, carbon dioxide, and hydrochloric acid.

Study of the action of hydrogen sulphide on solutions of salts.

5. Identification of the said radicals—nitrate, chloride, carbonate, sulphate and sulphide ; and

Identification of the metallic radicals—lead, copper, iron, aluminium, zinc and calcium, in salts soluble in water or dilute acids, given singly. Knowledge of a formal scheme of analysis will not be required.

6. Use of standard solutions of acids and alkalis, and the indicators methyl orange and phenolphthalein, for determination of strengths (in terms of normality, or weights per litre) of acids or alkali solutions by direct titration.

N.B.—Students will not be required to prepare their own standard solutions.

List of Essential Diagrams

1. Filtration.
2. Distillation (by Liebig's condenser).
3. Sublimation.
4. Composition of Air (burning of Phosphorus).
5. Levoisier's experiment (burning of Phosphorous).
6. Laboratory preparation of Oxygen.
7. Preparation of Nitrogen (from Air, same as 4).
8. Preparation of Nitrogen (laboratory method).
9. Preparation of Hydrogen (from dilute acid).
10. Preparation of Hydrogen (steam or red hot iron).
11. Hydrogen is lighter than air.
12. Purification of water for drinking purposes.
13. Purification of water for laboratory (same as 2).
14. Electrolysis of water.
15. Volumetric composition of water.
16. Electrolysis of conc. hydrochloric acid.
17. Preparation of Ammonia (laboratory method).
18. Fountain Experiment.
19. Refrigerator—principle of.
20. Laboratory preparation of Nitric Acid.
21. Candle experiment—to show that matter is not lost during burning.
22. Landolt's experiment.
23. Van Helmont's experiment.
24. Determination of equivalent wt. of Zinc.
25. Determination of equivalent wt. of Copper.
26. Preparation of CO_2.
27. Carbon Dioxide is heavier than air.
28. Fire Extinguisher—principle of.
29. Gravimetric Composition of CO_2.
30. Volumetric Composition of CO_2.
31. Laboratory preparation of SO_2.

32. Monoclinic and rhombic Sulphur.
33. Converter for Contact Process of H_2SO_4.
34. Laboratory preparation of H_2S—Woulff's bottle and Kipp's Apparatus.
35. Laboratory preparation of Chlorine.
36. Laboratory preparation of HCl.
37. Volumetric Composition of HCl.
38. Blast Furnace.
39. Preparation of Na_2SO_4 (Salt Cake process).
40. Preparation of Na_2CO_3 (Solvay process)
41. Preparation of NaOH (Electrolysis of brine).

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(14) BIOLOGY

SYLLABUS

(The Board will hold no practical examination in Biology).

The course shall include the following, **in addition** to the courses on similar topics prescribed for Life Sciences :—

Course Content.	Demonstration.	Practical.
1. General Principles of Biology.		
(1) Outline classification of plants and animals, with common examples.	(1) Plant and animal kingdoms by charts, models and **actual specimens.**	(1) Collection and dry preservation of parts of a plant.
	(2) Methods of collection and preservation of specimens.	(2) Collection and preservation of life stages of tadpoles or mosquito or butterfly.

Course Content.	Demonstration.	Practical.
of the following Organisms : (Histology & details of internal organs excluded). **A. Plants.**		
1. Mustard and Paddy. 2. Fern. 3. Moss. 4. Mucor. 5. Spirogyra.	Charts, models and **actual specimens.**	Drawing of the specimens mentioned in the Course Content.
B. Animals :		
1. The earthworm. 2. The fish (including gills). 3. The toad. 4. The lizard. 5. The guinea-pig.	Charts, models and **actual specimens.** Accessory respiratory structures of Koi, Singhi and Magur. Drawing experiment.	Drawing of the external features of the specimens mentioned in the Course Content.
III. Study of type specimens		
A. Plants : Dhatura (Histology excluded).		

Course Content.	Demonstration.	Practical.
(1) Root.		
Parts of the root and their functions.	Charts, models and **actual specimens.** Different types of modified roots, by charts and actual specimens. Internal structure of a root by charts. Experiments on (a) Osmosis and (b) Root pressure.	
(2) Stem.		
Parts of the stem and their functions.	Different types of modified stem, by charts and specimens. Internal structures of a stem, by chart. Phototropism, and geotropism, by charts and experiments. Ascent of dyes to show conduction.	
(3) Leaf.		
Parts of the leaf and their functtons.	Different types of leaves, by charts and actual specimens.	Collection and dry preservation.

Course Content.	Demonstration.	Practical.
	Internal structure of a dorsiventral leaf, by chart. Experiments on (a) Transpiration. (b) Photosynthesis. (c) Respiration.	
(4) Flower.		
Parts of the flower and their functions. Pollination and fertilization :	Common flowers, by charts, models and specimens.	Collection and dry preservation.
(5) Fruit.	Different types of fruits, by charts and specimens.	
(6) Seed.		
Structure and Germination of seeds of— (a) Gram (b) Castor. (c) Maize. Conditions necessary for germination.	Different types of germination. Experiments showing conditions necessary for germination.	
(7) Dispersal of fruits and seeds.	Various examples of dispersal, by charts and specimens.	Collection of specimens.

Course Content.	Demonstration.	Practical.
B. Animals :— (Histology excluded.).	External features of a frog.	Dissection and drawing of the alimentary system of toad.
Gross anatomy of toad and general functions of the organs.	Dissected specimens showing different organ systems. Circulation of blood. Dissected specimea of Guineapig showing different organ systems. Gross anatomy & general viscera of earthworm.	
IV. Organisms in relation to human life.		
A. Plants. (a) Cotton (b) Jute. (c) Paddy. (d) Coconut.		
B. Animals. (a) Earthworm. (b) House fly (c) Mosquito. (d) Honey bee.		

(15) MECHANICS

SYLLABUS

C.G.S. and F. P. S. Units ; Conversion from one set of Units to the other.

Varieties of motion : Elementary notions of speed, velocity and acceleration ; composition and resolution of velocities ; Rectilinear motion of a body with constant acceleration ; vertical motion under gravity, Rectilinear motion under gravity up and down a smooth inclined plane.

Elementary notion of mass, inertia and **momentum** ; **Newton's** Laws of Motion.

Units of force : Poundal, dyne, **relation between mass and** weight ; gravitational unit of force.

Composition and resolution of forces, parallelogram of forces.
Moments, conditions for equilibrium of three forces not parallel.
Triangle of forces.
Composition of parallel forces.
Conditions for the equilibrium of three parallel forces.
Centre of parallel forces.
Centre of gravity.
Experimental determination of the Centre of gravity.

Position of the Centre of gravity in the following cases :—

(1) Uniform rod.
(2) Uniform triangular lamina,
(3) Uniform lamina of the shape of a parallelogram,
(4) Uniform Circular disc.

Centre of gravity of two bodies whose individual centres of gravity are known.

Elementary notion of stable and unstable equilibrium.

Elementary knowledge of the following simple machines :—

(1) Lever (2) Balance (3) Pulley (4) Inclined plane

Mechanical advantage of levers ;
General ideas of work, energy and power ;
Kinetic energy and potential energy ;
Conservation of energy for a freely falling body.

The subject is to be treated mainly experimentally. Students should have a working knowledge of the following mathematical definitions and results, but will not be required to establish any of them :—

Algebra : Solutions of the quadratic equation—

$$ax^2+bx+c=0$$

Trigonometry : Definitions of trigonometrical ratios ; relation between trigonometrical ratios of complementary and supplementary angles ; simple relations between trigonometrical ratios, such as—

$$\sin^2\theta+\cos^2\theta=1 \ ;$$
$$\tan\theta=\sin\theta/\cos\theta \text{ etc } ;$$

Trigonometrical ratios for 30°, 45° and 60°.

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(16) ADDITIONAL GEOGRAPHY

PART I

Physical Bases of Geography. (40 marks).

(a) **Earth as a Planet** : The size and the shape of the earth. Rotation and revolution of the earth and their effects. Determination of latitude and longitude. Longitude and time. International date Line.

(b) **Lithosphere :**

Crust of earth—rock types. Weathering, Erosion and Deposition—their causes and effects on topography. Detailed study of Rivers and glaciers and their work.

Mountains—their types, structure and distribution.

Volcanoes, earthquakes—their origin and distribution.

Types of Plains.

(c) **Hydrosphere** :

Oceans—their extent ; characteristics of Oceanic waters such as salinity, temperature and density. Ocean currents. Tides and their causes.

Topography of sea floor, types, of deposits. Lakes—Origin of the different types of lakes.

(d) **Atmosphere :**

Temperature and Pressure and their variations.

Pressure belts and planetary winds.

Periodic and variable winds.

Rainfall—types and their causes.

Weather and climate. Factors determining climate.
Winds (Permanent and Periodical winds), Local winds, e.g. Chinook, Fohn, Loo, Nor'wester Etc.
Cyclones (Tropical and Temperate) and Anti-cyclones.
Major Climatic types.

Practical

(No Practical Examination in Geography will be held by the Board)

Local Weather observation. Reading of thermometer—maximum and minimum. Determination of humidity—Dry and Wet Bulb method only. Use of Wind vane, Rain gauge and Barometer. Drawing of graphs showing temperature and rainfall of different climatic regions. Drawing of Contours. Study of Simple geographical features from topographical sheets.

PART II

Geography of the World (60 marks).

(1) Major Natural Regions of the World—Human and Economic conditions in these regions.
(2) Outline of the Geography of the continents :

(a) Physical features, Climate, Natural vegetation, Agriculture, Minerals, Industries, Transport, Political Divisions, Exports and Imports, Towns and Cities. No detailed study of political divisions is required.
(b) Major International Routes—Airways, Water-ways.
(c) World distribution of Rice, Wheat, Sugar, Cotton, Coal, Iron Ores, Wool, Jute, Tea and Petroleum.

(17) OUTLINES OF WORLD HISTORY

Chapters

I. The Age of Revolution (with emphasis on three major factors influencing 19th century and later history).

(i) The American War of Independence.

(ii) The French Revolution and Napoleon I (without details of military incidents of the Revolutionary and Nepoleonic Wars).

(iii) The Industrial Revolution.

II. The Vienna Settlement, 1814-1815—The Metternich System—The Concept of Europe.

III. Revolutions of 1830 and 1848 in France and their repercussions elsewhere.

IV. The Second French Republic—The Second Empire—Napoleon III's work at home and abroad.

V. The unification of Italy with special reference to Cavour.

VI. The unification of Germany with special reference to Bismarck.

VII. Russia in the Second half of the 19th century—From Tsar Alexander to the accession of Nicholas II.

VIII. The Eastern Question (1852-1919). (The background to be traced in outline from the War of Greek Independence).

IX. The Expansion of Europe in Africa and Asia from the middle of the 19th century upto World War I.

X. The Age of Armed Peace (1871-1914)—Causes of friction among the great powers, esp. France, Germany, England, Russia and Austria—Division into the hostile camps—The Situation in the Balkans.

XI. World War I (without details of military history)—Peace Settlement—The League of Nations.

XII. American Civil War—U.S.A. in the Far East (1899-1921).

XIII. China and Japan from the middle of the 19th century to 1931.

XIV. Russian Revolution—Establishment of USSR—its effects at home and abroad.

XV. Rise of Fascism and Nazism—Revisionist offensive by Italy, Germany and Japan.

XVI. Causes of World War II—U.N.O.

XVII. Nationalism in Turkey, Arab countries, India and South East Asia—Awakening of Africa.

(18) LOGIC

(Also for External Candidates)

CLASS IX

1. What is Logic ? A general introduction. Subject matter of Logic ; Reasoning and Inference.
2. What is Inference ? Nature of Inference. Terms, Propositions and Inference.
3. What is a Term ? Distinction between Terms and Words.
4. Denotation and connotation of a Term and their relation.
5. Division of Terms :

   (a) Simple and Composite
   (b) Univocal and Equivocal
   (c) Singular and General
   (d) Collective and Non-collective
   (e) Concrete and Abstract
   (f) Positive, Negative and Privative

(g) Absolute and Relative
(h) Connotative and Non-connotative
(i) Contrary and Contradictory

6. Are Proper Names Connotative ?

CLASS X

1. Logical Definition. Distinction between Definition and Description. Limits of Definition. Rules and Conditions of Definition. Testing Fallacies.

2. Division. Distinction between Division and Definition. Limits of Division. Division and Physical Partition. Rules of Divison. Testing Fallacies.

3. What is a Proposition ? Distinction between Propositions and Grammatical Sentences. Three parts of propositions—Subjects, Predicate, Copula, Nature of Logical Copula.

4. Predicables—Genus, Species, Differentia and Accidents.

5. Classification of a Proposition :—

(a) Composition (c) Relation
(b) Quality (d) Quantity

Four-fold Scheme of Propositions—A.E.I.O.

6. Transforming Sentences into Logical Propositions.

7. Inference—its two types—Deductive and Inductive, Formal and Material.

(19) PSYCHOLOGY

1. Psychology—a study of mind and behaviour. Experience analysed. Subject-matter of Psychology distinguished from subject-matter of Natural Science.

2. Uses of Psychology in different fields of life—Education, Clinical Sphere, Industry and Vocation, Social Sphere.

3. Physiological basis of mental life, Central Nervous System.

4. Human behaviour—Motives, Needs and Drives, Instincts.

5. Feelings and Emotions—their nature, Fear, Anger, Love.

6. Perception—gateway to knowledge of the outer world. Perception is sensation plus meaning. Gestalt's view. Types of Perception—Visual, Auditory etc. Errors in Perception, Sensation —Sense organs. .S-O-E formula.

7, Learning—Conditioning, Trial and Error, Insight.

8. Remembering—Factors of Memory analysed—Learning, Retention, Recognition and Recall, Economy in memorizing, Forgetting.

9. Attention and Interest—Nature and Conditions of Attention—Types of Attention.

10. Elements of Statistics—Frequency Polygon, Mean, Median and Mode. Average Deviation and Standard Deviation. Rank—difference—correlation.

11. Methods of Psychology—Introspection, Observation and Experiment.

In explaining the Central Nervous System stress should be given by teachers on the evolution of brain in animals.

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(20) BUSINESS METHOD AND CORRESPONDENCE
(Also for External Candidates)

Syllabus

1. Business—subdivisions into industry, trade and commerce.
2. Different methods of business organization—Individual—Proprietorship—Partnership—Joint Stock System—Kinds of Joint Stock Companies.
3. Internal Office Organization—Receipt of Letters, Money Orders, Remittance etc.—Cash Department—Accounts Department—Purchase Department—Sales Department—Type Section—Despatch Section—Record Section.

4. Office procedure—Treatment of incoming letters—Letter Registers, Docketting—Precis writing—Office Notes—Preparing replies—Preserving copies—Filing and Indexing.
5. Commercial Correspondence—Characteristics of business letters.
6. Various modern office appliances and labour-saving devices.
7. Usual business forms—Receipts, Payment vouchers—Cheques—Pay-in-Slip—Invoice—Bills for goods supply—Debit and Credit Notes.
8. Usual Books and Registers maintained in Commercial Office—Cash Book—Ledger—Journal—Stock Register—Bill Register—Employees' Attendance Register and Service Records.
9. Banks—Definition—Curren A/c.—Fixed Deposit—Call Deposit—Over-draft—Hypothecation of goods.
10. Elementary knowledge regarding booking of goods by common carrier including rail, steamer and ship.
11. Provident Fund, Gratuity, Bonus, Co-operative Societies.
12. Insurance—Fire Insurance—Marine Insurance—Fidelity Guarantee Bond—Cash-in-transit Insurance—Workmen's Compensation—Employees' State Insurance.

N.B.—Only elementary (and not detailed) knowledge regarding the above items is required.

(21) BOOK-KEEPING
(Also for External Candidates).

Syllabus

1. Definition of Book-keeping—object of Book-keeping.
2. Principles of Double-Entry system :

(A) Rules for Debit and Credit.
(B) Classification of Accounts.
  (1) Personal
  (2) Impersonal.
    (a) Real or Property.
    (b) Nominal or Gain or Loss.

3. Books of Accounts or Financial Books :

  (i) Books of original entries :
    (a) The Cash Book—Cash and Bank columns.
    (b) The Purchases Book.
    (c) The Sales Book.
    (d) The Purchases Returns Book or Returns Outward Book.
    (e) The Sales Returns Book or Returns Inward Book.
    (f) Journal.

  (ii) Principal Book of Accounts :
    Ledger—General or Nominal Ledger—Personal Ledger—their inter-relation.

4. The Trial Balance—objects.
5. Final Accounts :
   Trading, Profit & Loss Account—Balance-sheet.

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(22) ELEMENTS OF ECONOMICS AND CIVICS
(Also for External Candidates)

(A) ECONOMICS

CLASS IX

1. The nature of economic activities.
2. Economic activity of the household—Consumption.

3. Production—the concept of the firm—classification of factors of production and their earnings.
4. Classification of firms : Single-ownership, Partnership, Joint-Stock Companies.
   Co-operation—different type of co-operative societies. Small scale and large scale production.

CLASS X

5. The Market.
   Demand and Supply—Elastic and Inelastic demand—Elastic and Inelastic supply—Price and output of the firm under perfect competition and under monopoly.
6. Money—functions of money—Description of the Banking system (commercial and central banking).

(B) CIVICS

CLASS IX

1. The indivdiual and society—man as a social animal—the family and its function.
2. The State and Society—the State and other Associations—characteristics of the State.
3. The citizen—qualities of a good citizen—hindrances to good citizenship.
4. Rights and duties—the right to vote and iis importance.
5. Nation and Nationalism.

CLASS X

1. Constitution—forms of Government—Democracy and Dictatorship—merits and demerits of Democracy—Unitary and Federal Government—Parliamentary and Presidential Government.

2. Organs of Government—separation of powers.
3. Functions of Government.
4. Law and Liberty.
5. Political parties.
6. Local Self-Government.

(23) HOME SCIENCE INCLUDING HOME NURSING
(Also for External Candidates)

(Home Science—80 marks ; Home Nursing—20 marks)

CLASS IX

HOME SCIENCE

Syllabus

The House :

Sanitation of the house—the waste matter and its disposal.

Air—a simple study of the composition of air—simple methods of detecting oxygen and carbon dioxide.

Impurities in the air. A detailed planning of the house—kitchen, laundry, nursery, the bed room and the living room. House decoration—importance of good taste—a simple study of balance, proportion and harmony and their application in decoration. Decoration of different rooms for different purposes. 'Alpana' in different provinces.

Health and Home :

Your own body—teeth, eye, ear, hair and skin—their health and care—cleanliness. Rest and exercise—good posture, and personality. Health habits—in eating, drinking, sleeping, breathing and bathing.

Food—digestion of food, enzymes. Planning of special diets—diets for babies, pre-school and school children and the aged. Diet for hard labour. Cooking and preservation of vitamins—effect of heat on different food constituencies. Menu-making.

Cloth and clothings—variety of clothes of different materials, uses and importance of clothing, care of clothings. Laundering—washing and finishing of artificial silk. Different types of stains and their removal—ink, rust, grease, blood, tea, perspiration, fruit and curry stains.

HOME NURSING

The Nurse : her duties to herself and to the patient.

The Sick-room : choice of the room and its arrangement, bed and bedmaking with and without patient, collection and preservation of the materials used by the sick (viz. linen, utensils, hot-water-bag, ice-bag, mackintosh, etc.).

First Aid : simple bandaging, storage of poisonous medicines.

Accidents and emergencies : sprains and fractures ; pain, cuts, bleeding, street accidents, foreign bodies, bites and stings, fits and fainting.

Activities in the Class Room :

Plan the daily menu. Clean your clothes and remove stain, Convert one of the school rooms into a living room and decorate it. Decorate your school corridor with a simple alpana design.

Arrange flowers and observe the principle of harmony, balance and proportions. Prepare egg flip, boiled custard caramel, custard-pudding, banana custard, baked apple. Prepare vegetable and fish stew, brown stew, fried rice.

Practical work in connection with Home Nursing and First-aid.

CLASS X

HOME SCIENCE

(The work during this period would be mostly revision work.)

The House :

The business of the house—detailed study of family income and budget making—provision for future—importance of savings—Savings Bank, Post Office and Insurance Policy—household account.

House decoration—different house plans and their designs. Interior design and decoration—personality expressed through choice—selection and arrangement of pictures and wall hangings. Making the best of one's possession—elimination, rearrangement, concealment. Household repairs—simple fuse and furniture repairs.

House Management :

Food—planning of diet to be continued. Deficiency diseases—modification of diet in disease, control of diet in obesity and underweight. Best use of food with some aspect of food economics. Adulteration of food and simple tests. Cooking of food and preservation of food value—general principles of preparing diet for the sick, the infants and the aged. Planning meals for different occasions and preparing menu.

Cloth and clothing. Clothing and health—errors in clothing—choice of clothes for women—different dress designs, colour in dress. Children's clothes.

Laundering—a study of different textile fibres—cotton, linen, rayon, wool, silk and metal fibres—their properties and reaction to acid and alkalis. Different processes of washing and finishing materials of different texture—organdi, georgette, crepe-de-chine.

HOME NURSING

Nursing of the patient. Care of the mouth and bowels. Care of the back. Care of the hair. Care of the nails. Sponging high fever, temperature taking and administration of drugs.

Infectious Diseases. Germs. Elementary knowledge of signs and symptoms of diseases. Savings of urine, stool, vomits etc. Isolation, notification and prevention. Disinfection of room and materials. Epidemics. Inoculation and vaccination.

Young mother—her responsibility to herself and to her child.

Activities in the Class Room :

Prepare menu for light refreshment and a dinner. Wash and finish a coloured tasar sari, a crepe blouse, one georgette frock with frills, silks shirt and panjabi. Convert one of your school rooms into a bed room, another into a study—plan and decorate each, use curtains and flowers and wall pictures wherever necessary. Prepare Polao and Shami Kabab—Fish chop and Meat-cutlet—Steamed fish—Daccai paratha—Singara and Nimki—Kochuri—Malpoa—Pantua—Cocoanut sweets—Vegetable salad—Stewed apple.

Practical work in connection with Home Nursing and First-aid.

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(24) MUSIC—VOCAL

(Also for External Candidates)

Theoretical	..	40 marks
Practical	..	60 marks
		100 marks

Syllabus

Voice and ear training : simple ear tests such as will help to recognize any note of the scale, the key-note being given.

Alankar Sadhan : Definition of the technical terms of Music, elementary theory of Swaras, Ragas and Raginis.

Dandamatric and Akarmatric notation : reading and writing of simple notation.

One Bengali or Hindusthani song in each of the following Ragas and Raginis : with common Alap, Swaravistar, Bole Vistar, Dwigun (Boat) and/or Tan and Tehaiy etc :—

Bilawal, Khambaj, Iman, Kafi, Behag, Desh, Bhairavi, Bagesri, Bhairon, Purabi, Asabari, Bhupali and Malkosh.

Three of the songs must be in Dhrupad style.

The above Ragas and Raginis in any of the following Talas :—

Tetala, Ektala, Chautal, Jhamptal, Teora, Surphanktal.

Each of the above Talas with Matras, Division and Bani is to be learnt so as to be able to demonstrate correctly with beating of hands with or without the accompaniment of percussion instruments.

One song from each of the following :—

(1) Old Style Bengali Song.
(2) Folk Song.
(3) Bhajan.

One Kirtan in Lopha and one in Jhamp.

Tuning of the Tanpura.

Three songs of Rabindranath, of which one must be in Dhrupad style and others in his characteristic style.

"Jana-Gana-Mana-Adhinayaka" and "Bande Mataram."

(25) MUSIC—INSTRUMENTAL
(Also for External Candidates)

Stringed Instruments	— SETAR, SARODE, ESRAJ Or VIOLIN
Or Wind Instrument	— FLUTE
Or Percussion Instrument	— TABLA, PAKHOAJ Or KHOLE

(a) SETAR OR SARODE	Theoretical	..	40 marks
	Practical	..	60 marks
			100 marks

A candidate will be trained and examined in only one of the above instruments.

Practical :

(1) Knowledge of the description of the instrument.

(2) Handling of the instrument .. (a) Asana (Sitting posture)
(b) Manipulation of hands and fingers.

(3) Bol Sadhan (Vani exercises).

(4) Alankara Sadhan on different Thats (Swara exercises).

(5) Demonstration of Tritala in the respective instrument without the help of any percussion instrument.

(6) Ear training : Simple ear tests.
Tuning of the instrument to be done.

(7) Demonstration of (a) Aroha, Avaroha ;
(b) Chalan ;

(c) Rezakhani Gat, Toda and Jhala set in Tritala in each of the following Ragas :—
Iman, Bilawal, Khambaj, Kafi, Bhairabi.

(8) Tunes with notation and full text of the National Anthem :— "Jana-Gana-Mana-Adhinayaka."

Theoretical :

(1) Definition of Swaras.
(2) Definition of Ragas — Definition of Sthayi, Mudara, Antara.
(3) Definition — Sangeet, Saptak, Meend, Kan, Ghaseet, Laya, Matra, Tala.
(4) Akarmatrik and Hindusthani paddhati notation : Reading and writing of simple notation.
(5) Life sketches — (a) Nayak Gopal
(b) Mian Tansen.

OR

(b) ESRAJ, VIOLIN OR FLUTE

Theoretical	..	40 marks
Practical	..	60 marks
		100 marks

A candidate will be trained and examined in only one of the above instruments.

Practical :

(1) Knowledge of the description of the instrument.
(2) Handling of the instrument .. (a) Asana (Sitting posture)
(b) Manipulation of hands and fingers.

(3) Alankara Sadhan on different Thats (Swara exercises).

(4) Demonstration of Tritala in the respective instrument without the help of any percussion instrument.

(5) Ear training : Simple ear tests.
Tuning of the Esraj or Violin to be done.

(6) Demonstration of (a) Aroha, Avaroha ;
(b) Pakad ;
(c) Chalan ;
(d) Madhya laya Gat with Tans and Jhala set in Tritala, Ektala and Jhamptala to be played on the instrument in the following Ragas :—
Iman, Bilawal, Khambaj, Bhairabi, Kafi.

(7) Tunes with notation and full text of the National Anthem :—
"Jana-Gana-Mana-Adhinayaka."

Theoretical :

(1) Definition of Swaras.

(2) Definition of Ragas.

(3) Definition — Alap, Gat, Sangeet, Saptak, Sthayi, Meend, Sut, Chhut, Zamzama, Laya, Matra, Tala, Tali, Khali, Tehai.

(4) Akarmatrik and Hindusthani paddhati Notation :
Reading and writing of simple notation.

(5) Life-sketches — (a) Nayak Gopal
(b) Mian Tansen

OR

(c) TABLA, PAKHOAJ OR KHOLE			
	Theoretical	..	40 marks
	Practical	..	60 marks
			100 marks

A candidate will be trained and examined in only one of the above instruments.

Practical :

(1) Method of sitting for playing Tabla, Pakhoaj or Khole.
(2) Practice of BANI by both the hands.
(3) Knowledge of LAYA — Practice of maintaining the LAYA by Clapping in Matra.
(4) Practice in Vilambit, Madhya and Drut Laya and also practice in Dun, Trigun, Chowgun etc. with Matra.
(5) Vilambit, Madhya and Drut thekas of the following tals :—

for Tabla — Trital, Kaharwa, Dadra ;
for Pakhoaj — Chowtal, Teora ;
for Khole — Daspahira, Lofa.

(6) Practice of four kinds of PARAN, RELA and TEHAI of Kaharwa and Dadra and also PRAKARANTAR (another sort of) Thekas.
(7) Lahara of Trital — for Tabla
Lahara of Chowtal —for Pakhoaj
Lahara of Daspahira — for Khole
(8) Accompaniment with vocal and instrumental music.
(9) Knowledge of Thekas, of the following Tals :

for Tabla — Trital (Vilambit), Ektal, Addha ;
for Pakhoaj — Surphanktal, Dhamar ;
for Khole — Chhota Daskoshi and Dothuki.

Theoretical :

(1) Definitions of the following terms :

Talalipi, Theka, Thhay, Dun, Trigun, Chowgun, Adi, Laya, Matra, Som, Tali, Khali, Tehai, Paran, Sangeet,

Abarta, Bani, Vilambit, Madhya, Drut, Alankar, Chhanda, Samapadi, Bisamapadi.
That, Lahar, Murchhan—these three specially for KHOLE.

(2) Practice in writing with necessary signs of distribution, all the Thekas of the Tals which are included in the Practical Course.
(3) Description of Tabla and Baya, Pakhoaj or Khole.
(4) Process of writing the Thekas in Vishnu Digambar and Vishnu Narayan Bhat Khande Paddhati (System)—for Tabla and Kirtananga Paddhati —for Khole.
(5) Short life-sketches of the following :—

(i) Prasanna Banik and Ata Hossain .. .. TABLA
(ii) Nagendranath Mukhopadhyay and Durlabh Bhattacharya .. PAKHOAJ
(iii) Nabadwip Chandra Brajabasi and Nikunja Behari Mitra .. KHOLE.

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(26) ELEMENTS OF INDIAN ART

Chapter **Contents :**

I. Man's awareness of art and beauty—primitive man's attraction towards flowers—coloured stones—polishing of stone implements—paintings on rock walls at Singhanpur—Harappan tradition—the lime stone figure—male torso—dancing male figure bronze dancing girl—terracotta figures—seals—painted pottery.

Chapter **Contents :**

X. Story of Indian art outside India : South East Asia—respresentative temples and sculptures of Ceylon, Burma—Java and Cambodia : Banner painting and Bronze figures of Nepal and Tibet—connections with Central Asia—China and Japan.

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(27) ELEMENTS OF JOURNALISM
(To be introduced in Class IX from 1977)

For CLASSES IX & X

Distribution of marks :

Written	..	..	80 marks
Sessional	..	..	10 marks
Oral Test	..	..	10 marks
			100 marks

PART—A

(News)

Chapters :

I. What is news ? Its characteristics ; illustrations. Variety of news : Educational, Political, Economic, Social and Cultural etc. Illustrations.
Pictorial news and Cartoon : their significance and impact : illustrations. News & Views—features—Editorial and their role—public opinion : Letters to the Editor, Special articles.

II. Sources of news—Official and unofficial—illustrations : News Agencies : Press Releases and Press Notes.

PART—B

(Principles of Journalism)

III. What is journalism? Principles of journalism—its elaboration. Ethics of journalism. Essential qualifications of a journalist.

IV. History of journalism with special reference to India. Life sketches of a few pioneers': Freedom of Press—illustrations.

V. Different sections of journalism : reporting, feature writing, editing, photo journalism and cartoon.

PART—C

(Newspapers)

VI. What is a newspaper? Kinds of newspapers.

VII. Components of a newspaper organisation. Journalists and non-journalists. Different stages of publication : Composing, lay-out, dummy, caption, strip, block, stereo, mat., cold and hot type, lino, store-room, printing and proofreading.

PART—D

VIII. Media of Mass-communication—illustrations : Radio & Television, Film.

IX. Newsmedia and the public.

Page limit : 160 covering all the Chapters and Photographs.

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(28) PHYSIOLOGY AND HYGIENE

(Additional Subject for External Candidates Only)

Syllabus

Candidates are expected to realize the great need for study and practice of hygiene in a country with low longevity, high incidence of preventable diseases, low working capacity and high incidence of maternal and infant mortality. They are expected to possess a conception of physiological basis of the function of the human body as also just as much elementary knowledge of anatomy, chemistry, physics and other allied subjects as may be essential for the proper understanding of the subject.

1. Definition of Hygiene. Hygiene and body activity. Promotion of health and working capacity through physical education. Personal hygiene. Application in daily life of all rules of health and teachings of Physiology.

2. Position of man in Biological Tree. Elementary Anatomy of the human body--definition of cells and tissues of the body.

3. Food—Principles of dietetics; digestion, absorption and assimilation.

   Path and fate of food in body. Mouth—teeth—temperature of food-tongue-taste-saliva (Ptyalin),Pharynx (throat), oesophagus (food pipe), stomach—its secretion. Digestion—small-intestines-succus-entericus-bile, secretion from liver, pancreatic juice—their effects on protein-fat-carbohydrate. Absorption of water and digested material. Large intestine and its functions.

Rectum-focal matter-evacuation-anus.
Notes on appetite-hunger-thirst-vomiting.

4. Food—its proximate principles and their respective functions—the importance of each in relation to growth and maintenance of health-activity-longevity. The value of milk and milk products—nutritive value of food—minimal dietary standard—dietary planning and food costs—food adulteration—food in relation to disease and different ages. Prevention of pollution of cooked food at home and eating houses—healthy eating habits—time—quality-quantity — temperature — selection — preservation — preparation —cooking—sources of different ingredients. Beverages.

5. Blood—its functions and circulation. Blood—Red blood cells—White blood cells—Platelets—plasma—coagulation of blood—circulation of blood—organs concerned—Heart—its chambers—Heart-beat—Pulse. Exchange of gases in lungs.

6. Respiratory system: Path of air—nostril—throat—trachea, bronchus—broncheoles—air—sac—lungs—pleura.
Respiration—mechanism of breathing—rate—inspiration (O_2)—expiration (CO_2)—composition of air—importance of air to life. Respiration during rest and work.
Function of lungs—exchange of gases—elimination of CO_2 and moisture. Droplet infection—common respiratory diseases—ventilation—natural and artificial. Need for fresh air and of space per head.

Notes on spit, phlegm, vital capacity and evils of mouth breathing, artificial respiration.

7. Kidneys—location—ureter—bladder—urethra. Elimination of waste products—urine and its formation.

8. Skin. Hair follicle—pores—sebaceous and sweat-glands—pigments (complexion). Functions—protective—regulation of body temperature—perspiration—sensation—reaction to sun's rays—Vitamin D.

9. Nerves—motor and sensory—reflex action.
Elementary knowledge of sight, hearing, taste and smell.

10. Body—mechanism—posture—effects of posture on health—posture in school—while sitting, standing and walking.

11. Environment :—(a) What is meant by environment—cleanliness defined—cleanliness of body—clothing—home—school and play ground—tanks—dobas. Rust—smoke—bacteria.

(b) Essential features of good environment.

(i) Sunlight—Health. Protection from over-exposure.

(ii) Air—the relation of weather and outdoor air to health—indoor air and health—harmful constituents of outdoor and indoor air—ventilation—external ventilation (streets, park and open spaces)—mechanical ventilation—bad effect of overcrowding—common air-borne diseases—natural purification of air, air-conditioning.

(iii) Soil—soil as man's efficient scavenger—diseases transmitted from soil—methods of prevention.

(iv) Vegetable kingdom—very important source of food—of medicine. Its influence on atmosphere.

(v) Water—important constituent of body—thirst—water and other drinks—water in relation to health—hard and soft water—safe drinking water—natural purification of drinking water.

Sources of water — rain — surface — spring — ground. Usual sources in Bengal—tanks, wells, tube-wells, streams—how to avoid pollution of each.

Common methods of purification of water—household methods—boiling—use of chemicals.

Storage and distribution of water in houses and institutions—domestic, social and national ceremonies—melas in villages and towns. Prevention of pollution—individual responsibility—community responsibility—water-borne diseases.

(vi) Elements of dwelling house and disposal of household refuse, animal and human excreta.

12. Definition of communicable diseases—sources, modes of spread and prevention :

(i) Man-'Droplet' Infections—human carriers.

(ii) Water and food—as sources of infections.

(iii) Insects—as transmitters of diseases—prevention of breeding and control of common disease-bearing insects, Anti-mosquito and anti-fly measures.

(iv) Animals as sources of infection for man.

(v) Notification.

(vi) Quarantine and Isolation—different types of isolation.

(vii) Natural immunity—Immunization (Cholera, Typhoid, Diptheria, Small Pox, Tetanus, Tuberculosis, etc., as examples).

(viii) Sanitation : (a) A good system of removal of refuse and waste disposal—water carriage system—septic tank—direct disposal of sewage—trenching—incineration—compost.

(b) Common methods of disinfection of rooms, bedding, clothes, excreta, and other infected materials ; concurrent and terminal disinfection.

(ix) Health Education—individual and Community Public Health Laws.

13. Community Health Problems with special reference to Tuberculosis, Leprosy, Malaria, Cholera and Filaria.

CHAPTER 9

ADDITIONAL VOCATIONAL SUBJECTS

(1) SEWING AND NEEDLE WORK

(Also for External Candidates).

The examination on the subject will be both practical and written.

GROUP A—30 marks.

Theoretical : (1 hour).

Questions will be set on the follownig :—

(1) Suitable materials for garments, hygienic qualities.
(2) Drawing a diagram to scale of any simple garment.
(3) Cutting out of garments and their construction and the various stitches to be employed in them.
(4) Suitable designs for embroidery on various garments—patterns, colours, threads, stitches.
(5) Patching, darning, general repairs.
(6) Sewing machine—Uses of different machine parts and care of the machine.
(7) 'Kantha' work.
(8) Knitting—Methods of and materials used in—

(a) Baby Suit : dap, socks, coat.
(b) Socks on 4 needles.
(c) Sleeveless Pull-over.
(d) Simple blouse with short sleeves.

GROUP B—50 marks (of which 17 marks will be essential for a pass).

Practical : (3 hours).

Each candidate may be required to cut out, from given measurements, any garment or the section of a garment specified in the following list and to tack together or make such portions as may be indicated at the time of examination :—

(1) Child's jangiya—1 year.
(2) Child's knickers—2 to 10 years.
(3) Child's romper—2 to 4 years.
(4) Child's plain frock—6 to 10 years with yoke.
(5) Simple blouse with short attached sleeves.
(6) Petticoat—Half. (For girls aged 12).
(7) Half shirt—6 to 8 years.
(8) Panjabi—6 to 10 years.

N.B.—Candidates must bring with them to the practical examination a ruler, a red and blue pencil, cotton, needles, pins, a thimble, scissors and a tape measure, and to the theoretical examination, a ruler and a pencil.

The necessary materials will be provided by the Board.

The help of a sewing machine may be employed, if so desired, in making half shirt and child's knickers.

Embroidery & Stitches :—

(1) Kashmiri.
(2) Gujarati and Kathiawari.
(3) Koshida or Daccai.
(4) Drawn thread.
(5) Richelieu or cut-out embroidery.
(6) Applique.
(7) Punch work.

(8) Button-holding, to make button holes and eye-holes.
(9) Beading.
(10) Smocking and honey-comb.
(11) Stain stich.
(12) Feather stich.
(13) Chain and Fly stiches.
(14) Shadow work.
(15) Herring Bone.
(16) French knots.
(17) To design letters and monograms in English and Vernacular, in cross-stitch and stain stitch.

GROUP C—20 marks

Prepared work to be submitted :—

(1) Child's frock with smocking or honey-comb—age 4 years.
(2) Blouse with embroidery—chest 32 inches.
(3) Panjabi—6 years.
(4) Samples of patching and darning on cotton.
(5) Piece of cloth, with samples of the following stitches worked for 4 inches each :

(a) Kashmiri.
(b) Beading.
(c) Daccai Embroidery or, Koshida.
(d) Drawn thread.

(6) A piece of crochet lace or tatting, 6 inches long.
(7) Simple knitted blouse (chest 32 inches) with short sleeves attached.

N. B.—All prepared work submitted by a candidate regarding the practical examination at the Board's Final Examination must be accompanied by a certificate from the teacher guaranteeing that the work has been done by the candidate herself.

(2) ELEMENTS OF AGRICULTURE AND HORTICULTURE

Syllabus

1. **Introduction**—Agriculture and its importance.

2. **Soils**—Formation of Soil—description of Soil in West Bengal—sand, loam, clay, silt etc., and their characteristics—Conservation and improvement of Soil fertility.

3. **Cultivation**—Tillage, sowing, cultivation, harvesting—description and uses of different kinds of farm implements.

4. **Manures and fertilizers**—Different forms, including composts and green manures—their properties and uses.

5. **Irrigation and drainage**—Its objects—different methods and appliances used.

6. **Enemies of crops**—(a) weeds, (b) common pests, (c) common diseases—methods of their control and eradication. Protection against—cattle and wild animals.

7. **Rotation of crops**—Its principles and practice.

8. *Crops and vegetables in West Bengal*—(i) Their classification and importance—description of common crops—**rice, wheat, barley, maize, pulses, oil seeds, jute, cotton, kapok, (শিমূল) sugar-cane, potato, brinjal (বেগুন), patol (পটল), lau (লাউ), kumrah (কুমড়া), jhinga (ঝিঙা), uchche (উচ্ছে), karalla (করলা), sheem (সীম), barbati (বরবটী), shak (শাক), cabbage, cauliflower, peas, beens, radish (মূলা), carrot (গাজর), turnip (শালগম), chillies (লঙ্কা), beet—sowing calendar of West Bengal.**

(ii) Utilization of crops like sugar-cane, palm, mustard.

9. Horticulture—Its importance—common fruits of West Bengal—their seasons and propagation methods—common hedge plants and trees ; Flowers—seasonal and perennial—common flowers in West Bengal.

10. **Fodder crops** and their importance.
11. Care and **Management** of farm animals.

N. B.—Instruction should be given through a text-book covering not more than 200 pages and through demonstration on the field and excursions. Pupils' acquaintance with practice of agriculture should be primarily insisted on.

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(3) PISCICULTURE

1. Fisheries—different types—inland and marine—tanks, beels and rivers, bheris and paddy-fields.

2. Fish—Broad classification and characteristics—common fish of West Bengal.

3. Culture of—(a) Life history of major carps and care at different stages of their growth. The term "major carps" includes certain classes of fish—such as, Mrigel, Rohit, Katla and Kalbosh.

(b) Factors conducive to life and growth of fish—bottom soil, water and its properties—food, manures and fertilizers and helpful vegetation and insects, etc.

(c) Breeding season and preservation.

4. Enemies of fish and their control—Common diseases—defective ponds, harmful vegetation, predatory fish and animals—remedial measures.

5. Ideal fish farming—Nursery rearing tanks—assessment of requirements of spawns, fry and fingerlings—care and management—outturn.

6. Marketing and distribution—Methods of catch and preservation—transport and sale—by-products and uses of fish wastes.

N.B.—Pupils are expected to have some first hand acquaintance with the practice of pisciculture.

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(4) ANIMAL HUSBANDRY INCLUDING POULTRY FARMING

1. Introductory—Importance of livestock.

2. Different livestocks—their general description and utility—cattle, buffalo, goat and pig.

3. Life study of cattle—Pedigree, rearing of calves, age determination, castration, lactation, gestation and dry period.

4. Population breeds of cattle in India—suitable breeds for West Bengal—principal points for selection. Improvement of local breeds of cattle.

5. Care and management of cattle—(i) Feeding—suitable food—roughages—concentrates—silages—digestive system.

(ii) Feeding of milch animals—dry animals—bullocks and stud bulls.

6. Housing of Cattle—(i) Cattle shed.

(ii) Conservation and utilisation of dung and urine.

7. Common diseases and their control.

8. Dairying—milk and milk products—(a) Definition of milk, (b) composition of milk, (c) properties and general characteristics of milk, (d) factors affecting quantity of milk (e) clean milk production, (f) milk recording, (g) milk testing, (h) milk separation, (i) elementary lectures on butter, ghee, dahi and chhana (j) contamination and its prevention, (k) preservation.

9. Poultry—Elementary lectures on poultry—(A) (1) Important breeds of fowls and ducks, (2) feeding, (3) housing, (4) hatching—natural and artificial, (5) care and management, (6) common diseases and their control.

(B) Eggs—classification and grading, testing, preservation and marketing.

N.B.—Pupils will be expected to have acquaintance with the practice of Animal Husbandry as indicated above.

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(5) SHORTHAND AND TYPEWRITING

Syllabus

(A) TYPEWRITING

Full marks for typewriting examination will be 50 and the pass marks will be 36 per cent. Candidates will be tested in three different question papers as mentioned below :—

1. 1st paper—Speed Test. Marks—30.

Conditions of Test :

(a) Minimum speed required—25 words per minute.
(b) A passage of 250 words to be set.
(c) Time allowed—10 minutes.
(d) Re-write the passage, if it is finished before the allotted time is called out.

2. 2nd paper—Tabulation Test. Marks—10.

Conditions of Test :

(a) Time allowed—15 minutes.
(b) If the student finishes before the allotted time is called out, he/she should hand over the answer paper to the invigilator who will mark the time thereon.

3. 3rd Paper—Accuracy Test. Marks—10.

Conditions of Test :

(a) Time allowed—15 minutes.
(b) If the student finishes before the allotted time is called out, he/she should hand over the answer paper to the invigilator who will mark the time thereon.

4. Marking of Answer Paper :

(a) 3 per cent mistake is allowed ; above that, five words are to be deducted for each mistake.

(b) Striking a letter or typing a line over another, i.e. overlapping will be counted as mistake.

B. SHORTHAND

Full marks for Shorthand examination will be 50 and the pass marks will be 36 per cent. One hour will be allotted for the examination. The question paper will include the following :

(1) 1st question—On theory. Marks—15.
(2) 2nd question—A passage containing 100 words to be written in shorthand outlines. Marks—15.
(3) 3rd question—A passage containing 100 words in shorthand to be transcribed in English. Marks—15.
(4) For neatness—5 marks.

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(6) ELEMENTS OF GENERAL ENGINEERING KNOWLEDGE

Introduction—what is Engineering—its contribution to civilization—development of towns and cities, roads, railways, bridges, irrigation, prevention and regulation of flood ; mechanical prime movers—steam engines, water-wheels, wind-mills ; practical use of machinery and mechanical appliances, transport and communication ; application of electricity for lighting, heating, locomotive purposes, generating, storing and transmitting of electric current, production of all kinds of electrical apparatus and appliances ; manufacture of chemical products ; mining, agriculture, etc.

Materials in common Engineering uses—Timber—description and common forms—Teak, Babul, Sissoo, C.P. teak, Sal and Jarul, Plywood.

Metals and Alloys—Cast iron, wrought iron, mild steel, steel, tin, copper, zinc, lead, aluminium, solder.

Measurement—Elementary methods of measurement of length, area and volume; measuring instrument commonly used in Engineering, metric and British system of measurements—their relation to Indian measures.

Simple Machines—Levers—three types of levers—their application and advantages.

The wheel and axle—crank and connecting rod, capstan, bicycle.

Inclined plane—zig-zag roads and railways in hills, staircases, spiral staircases, screw thread, screw jacks, wedges.

Pulleys—Three principal systems of pulleys—advantages.

Motions in a machine—Linear motions (to and fro or reciprocatory) and circular (rotary motion), converting one into the other devices—rack and pinion, crank, bicycle pedals, piston linked to a crank, treadle in a sewing machine etc. eccentric, clamped and tapped, linkage.

Main sources of Mechanical Power—Heat produced by burning of solid, liquid and gaseous fuels—steam engines, petrol and oil engines; springs—clocks and watches; falling bodies, things placed at a higher level—tower clocks; falling of water—water-wheel; moving bodies—simple hammer driving a nail or riveting, wind mills; Electricity—Electric Motors.

Certain Physical phenomena—Force that stops sliding—friction, bearings, types of bearing in common use, lubricants; force that tends to pull away when a body tied to a string is swung round and round—centrifugal force—bodies thrown horizontally or at an angle returns to earth describing a regular curve—projectiles; a body suspended by a cord if displaced from its position of rest swings to and fro—pendulum.

Transmission of motion—(i) Mechanical—belting—flat, round and V-belts, steel ropes, chains and sprocket, pulleys—principal, types, gears, spur gear, rack and pinion, bevel gears, rachets—speed ratio of pulleys and gears.

(ii) Hydraulic pumps and presses.

Bicycle—Its construction and mechanism—component parts, working principle.

Steam Engine—Description of general working principle of boiler and steam engine ; application in locomotives.

Petrol Engine—General working principle, application—automobile tractor.

Electricity—Generation—dry cells and lead storage batteries : description of generation of electricity by mechanical means and power. Its uses—heating, lighting.

Flow of electricity—analogy with flow of water through a pipe—volt, ampere and watt, unit of electrical energy, direct and alternating current ; conductors and insulators—materials common in use—use of different sizes of wires, resistance, Ohm's law.

Magnets—Permanent magnets, its behaviour, compass needle, electromagnets, electric bells.

Movements by Electricity—Description of Magnetic field, motion of a conductor carrying current in a magnetic, description of a simple form of D. C. fan, its main components and their functions.

Electricity measuring Instruments—Ammeter, Voltmeter, Wattmeter.

Names and uses of components in house wiring—Switch, Switch box, fuse, plug, various types of wiring in common use, fan regulator.

Building Materials—Bricks and tiles—method of manufacturing and standard size.

Lime and concrete—their genernal properties, preparation of mortar, mixing, laying and curing concrete, plastering and pointing, white-washing.

Other materials in common use—Asbestos and galvanized iron sheets—plain and corrugated, paints and varnishes, bitumen, asphalt, etc.

Joists, tees, angles, rounds and flats—standard forms and sizes, their uses.

Water supply and sanitation—Simple pipe connections, surface drains, sanitary fittings, sewers and septic tank.

Description of some important feats of Civil Engineering—Ancient temples, Taj Mahal, Howrah Bridge, Damodar Valley Scheme and Mor Project.

Engineering in Agriculture—common implements—country ploughs—common and improved designs, bida, khurpi, nirani, scythe, etc.—their uses and maintenance.

Other essential appliances—pumps and other labour-saving devices.

Transportation—carts—hand-drawn, animal-drawn, Motor trucks and Tractor trailors.

Storage—Gola and silo.

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(7) WOODWORK AND WORKSHOP TECHNOLOGY

Woodwork

Descriptive: Timber—soft and hard, seasoning of timber, defects and preservation. Description and use of common forms of timber—Teak, Babul, Sissoo, C. P. teak, Sal, Jarul, etc., Plywood.

Tools—hand tools common to the trade—description, materials made of, use, care, correct grinding and sharpening and their methods.

Principal operations—marking, sawing, plaining, use of chisel. Jointing materials—nails, screws, dowels etc., glue-preparation and use.

Calculations—quantity of timber for simple articles, price of timber, comparative costs of different kinds of timber.

Practical: sawing to a line along and across the grain. Plaining and chiselling, scantilings and planks to size.

Tenon and mortise joint with single and double side haunched joint, oblique bridle joint and common dovetail joint.

Making of—picture frame, tray, letter-box, ink-stand, low stools, etc. (at least two).

Workshop Technology

Descriptive: Metals and alloys—cast iron, wrought iron, mild steel, steel, tin, copper, zinc, lead, aluminium, brass, solder—their properties and uses.

Hand tools and measuring instruments—Description. materials made of (tools), use, care, correct grinding and sharpening of hand tools, different kinds of files.

General safety-measures in workshop—protection against fire and accidents.

Hand sketching of simple tools, blue print reading, bearings, journals and their lubrication. Gears—various types—rack and pinion, spur and bevel gears, their functions.

Use of calipers, micrometer and vernier.

Bolts, nuts, studs, set screws, washers, pins, etc.—description and uses.

Smithy—tools and their uses; forge—care, control and maintenance; hardening and tempering.

Description of soldering, sweating, tinning, brazing and use of fluxes.

Practical: Forging square bar into round rods and round rods into square bars and hexagon bars.

Making simple articles, e.g., 'S' and 'L' hook, box handle and Khurpi.

Soft soldering—copper riveting in joining—two pieces of sheet metal.

Making of open rectangular box or tray, mug, funnel. Marking, sawing, chiselling, filing, and drilling—marking and finishing to given dimensions of a rectangular flat piece, outside and inside calipers for 1/16″ M.S. Sheet; cycle wrench from 1/8th″ M.S. Sheet.

Plain turning and screw cutting—demonstration by the Instructor.

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(8) BUILDING MATERIALS AND CONSTRUCTION

Units and measurement : Methods of measurement of length, area, volume and weight. Indian and British system of units.

Common Building Materials : Timber—soft and hard, seasoning of timber, defects and preservation. Description and use of common forms of timber—Teak, Babul, Sissoo, C.P. Teak, Sal, Jarul, etc., Plywood.

Metals and Alloys—cast iron, wrought iron, mild steel, steel, tin, copper, zinc, lead, aluminium, brass, solder,—their properties and uses.

Bricks and tiles—clay, moulding, drying and burning, Standard sizes and quality.

Lime and Cement—method employed in manufacture. Essential features.

Other building materials—Asbestos, cement sheets, black and galvanized iron sheets, slates, paints, varnishes, distempers, bitumen, asphalt, etc.

Miscellaneous—Preparation of mortars, mixing, laying and curing concrete. Plastering and pointing. White and colour washing.

Building Construction : Carpentry—common types of joints and fastenings for wooden trusses, partitions and walls, centering, doors, windows, selection of timber for above.

Brickwork—technical terms, bonds, hollow walls, prevention of damp, arches, sills, lintels, plastering and pointing, foundations—soling and grouting.

Columns, beams—timber and joints, angle and tee iron, various types of roofs, floors, ceilings, partitions and staircases.

Concrete and reinforced concrete : Proportions of cement, sand, ballast and water. Description of reinforcements in fixed and continuous slabs, lintels, beams, short columns. Shuttering and centering, laying of concrete.

Earthwork in Building Construction : Definition and technical terms. Measurements and setting out—Tools and implements used.

Method of excavation and stacking of earth, filling in and consolidating after brickwork, borrow pits.

Measurement of earthwork.

Water supply and sanitation : Sources of supply—rivers, tanks, and wells—types of wells—masonry and Tube Wells, lifting arrangement and storage, purification and distribution.

Surface Drains—level and sections.

Sanitary arrangements—Sanitary fittings, flushing arrangements to sewers, septic tanks.

Chain surveying—simple setting out of buildings and levelling of ground.

Estimating—Taking out quantities of simple brick building, simple analysis of rates.

Wood workshop : Description of tools and their uses, care, correct grinding and sharpening.

Principal operation—marking, sawing, planing, use of chisels.

Jointing materials—nails, screws, dowels, etc., glue preparation and use. Calculation of quantity of timber for simple articles.

Practical—Sawing to a line along and across the grain. Planing and chiselling scantillings and planks to size.

Tenon and mortise joint and common dovetail joint.

Making of door and window frames and simple trusses.

Bricklaying and Masonry : Description of tools and their uses—hammer, line and pin, plumb bob, rule, square, trowels (all types), level, pata, etc. Common technical terms.

Practical—Use of square, plumb bob, level, line and pin etc.

Laying of bricks in simple bonds, preparation of mortar, completing some simple typical jobs in brickwork, mixing concrete, fixing shuttering, bending reinforcement and casting concrete slab or lintel.